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ABSTRACT

The report describes a project designed to enhance the career development opportunities and employment potential of college students with disabilities. The project featured trained career/vocational job placement teams who were in direct contact with employer representatives from industry. Four conferences were held in 1983 and were attended by personnel from 2- and 4-year colleges. Proceedings of each conference compose the bulk of the document. Each of the conferences addressed a single major issue (sample subtopics in parentheses): assessment (assessing vocational interests and abilities, interpersonal competencies); accommodation and accessibility (enriching the information environment through computers, modifying the attitudinal climate of the college); development of a work history (internship programs, career development programs, a model independent living project); and job development and job placement (state of the art, new directions in research and practice, handicapped employment job banks). Remarks and comments by industry spokespersons for each of the conferences are also presented. (CL)

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ENHANCING VOCATIONAL OPPORTUNITIES FOR HANDICAPPED YOUTH AT TWO-YEAR COLLEGES THROUGH IN-SERVICE TRAINING

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FOREWORD

A decade ago The Institute for Research and Development in Occupational Education, with the support of the New York State Education Department, initiated its first project to increase the participation of disabled individuals on community college campuses. That project, involving virtually all of the public two-year colleges in New York State, was aimed at stimulating change. At the same time, as the program developed it became apparent that the project did in fact serve as a forum for the exchange and dissemination of many already well-developed programs and successful practices. Similarly, much of what is described in this report reflects many of the fine programs currently serving disabled individuals on two-year college campuses. The reader will note, however, that both the statement of the issues to be addressed and the programmatic responses to these issues have become increasingly more sophisticated.

We are extremely pleased to have been part of a process that has assisted an increasing number of disabled individuals develop their occupational skills at two-year colleges. As part of collaboration with these institutions we are most enthused about synthesizing and disseminating the fine efforts of our colleagues throughout the State.

Lee Cohen, Ph.D.
Director, Institute for
Research and Development
in Occupational Education

ACKNOWLEDGEMENTS

Many people contributed to the success of the "Enhancing Vocational Opportunities for College Students with a Disability" project. Anyone who has ever coordinated a meeting, chaired a committee, or conducted a workshop knows that success is dependent upon the cooperation and support of many others. We are indebted to all who participated in our series of conferences--the workshop leaders and speakers, student personnel, special services and job placement staff, instructors, agency counselors and administrators, and industry personnel.

Special thanks are given to the CUNY Committee for the Disabled, who were most generous with their time, ideas and support. Their openness and willingness to respond to our planning needs and to share their expertise helped us design and refine the conference format and workshop presentations. The extent to which topics satisfied counselors' needs is largely due to their advice and friendship.

We would like to thank all of CUNY and SUNY Deans of Students who cooperated in our endeavors and made it possible for their staffs to participate in these conferences.

We are especially grateful to Mike Van Ryn and Larry Gray, Bureau of Grants Administration, New York State Education Department, for supporting a program that will enrich the lives of disabled students on community college campuses.

Finally, to Melanie Bentley, who provided overall administrative assistance to the project, and to Eileen Connelly and Sally McMillen who did much of the word processing and duplicating for the project, we offer our thanks.

Some portions of this report include conference proceedings generated from tape recordings. Every attempt was made to insure that an accurate representation of events was depicted. Responsibility for any omissions, however, rests with the project staff and should not be attributed to conference presenters or participants.

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ENHANCING VOCATIONAL OPPORTUNITIES FOR HANDICAPPED YOUTH AT TWO-YEAR COLLEGES THROUGH IN-SERVICE TRAINING

BACKGROUND

Need and Rationale for the Project

For more than a decade the Institute for Research and Development in Occupational Education (IRDOE), a unit of the Center for Advanced Study in Education, Graduate School and University Center, City University of New York has been engaged in research, staff development and special training activities designed to insure that disabled students entering and attending postsecondary educational institutions receive quality services and the maximum opportunity to succeed.

Many of IRDOE's activities have focused on increasing the employability of disabled college students at community colleges. Some of these projects have included the following:

- Implementation of Strategies for the Education of the Handicapped at Community Colleges--In-Service Training;
- College and Industry: Partners in the Handicapped Employment Role--In-Service Training;
- Career Counseling and Job Placement of Disabled Students at Two Year Colleges: A Guidebook;
- Interpersonal Skill Training for Handicapped College Students: A Guidebook; and
- A Model Job Placement Clearinghouse for Handicapped College Students--A Demonstration Project.

Surveys conducted by IRDOE in 1976 and then in 1981 regarding handicapped students on community college campuses documented marked increases in the numbers of disabled students enrolling at public community colleges. This increase in enrollments may be attributed in part to implementation of Section 504 of the Rehabilitation Act of 1973, and in part to the college communities' efforts to develop different approaches to recruiting disabled students, modifying on-campus facilities and instruction, organizing support services and assisting disabled students to obtain employment. Further increases in attendance at public community colleges are anticipated as a result of newly instituted tuition ceilings by the New York State Office of Vocational Rehabilitation (OVR). These reduced tuition subsidies may very well route many students away from private colleges and into public ones.

In addition, it is anticipated that a percentage of the thousands of special education students who are currently attending secondary schools as a result of federal legislation (e.g., approximately 13,000 in New York City alone as of the writing of this report) will be finding their way into community colleges statewide.

With the promulgation of "504" federal regulations, postsecondary educational institutions were alerted to their responsibilities under the law vis-a-vis academically qualified handicapped students. Within the last decade a concerted effort was begun by two-year colleges, especially in communities having large numbers of handicapped students, to respond more effectively to the needs of disabled people.

The response by colleges usually involved a three-pronged approach that focused on:

- Outreach: outreach and identification, and then recruitment of disabled students in the community;
- Support Services: organization of a support service delivery structure; and
- Job Development and Job Placement: Provision of job development and job placement services for disabled students.

Characteristics of the educational and vocational needs of disabled two-year college students are similar to those of other disadvantaged groups. For example, there is need for steady, continuous support; there is need to acknowledge that change in the immediate and/or larger environment has impact on the growth process and that disabled persons, like the non-disabled, in order to become self-sustaining and autonomous, often require individualized attention and/or modification in their skills training. Finally, once disabled persons have developed these skills, they need help to secure employment.

In general, meeting career development, vocational education, and job placement needs of disabled students remains a major challenge on two-year college campuses. For example, student personnel and job placement staff voice concerns as to how they can best provide career counseling and job placement services for an increasing number of disabled students. When there were but a handful of disabled students on any one campus, student personnel professionals could resolve issues through a case-by-case process with heavy reliance on one or two knowledgeable staff members who could be found somewhere on campus. In today's world, reliance on such an ad hoc approach to support services is not only ineffective, but extremely wasteful both in terms of effort and money. For example, job placement of disabled students requires the development of a concentrated, continuous and long-term commitment. It is estimated that six to seven times the effort may be needed to find appropriate employment for a disabled student as for an able-bodied student.

These problems in placement, however, also reflect the need for a more integrated continuum of career and vocational services for students on most community college campuses. The pace of development and implementation of career and vocational development programs for older adolescent disabled students on two-year campuses has been slowed by on-campus conditions such as the following:

- Relatively few student personnel staffs have the skills for infusing their campuses with career counseling and career education strategies and materials for handicapped students;

- Occupational instructors can be uninformed, uninterested, and/or unmotivated to modify vocational courses for disabled students;

- Relatively few staff members may be found in two-year colleges in any community who are capable of providing dynamic leadership to student personnel and/or vocational education staffs on matters related to career development for disabled individuals; and

- Under present financing, few two-year colleges can employ full time specialists to provide leadership for instructors and other college personnel in matters related to career and vocational programming for disabled individuals.

To help students advance educationally and vocationally through two-year institutions and proceed on to the world of work, community college staffs must be able to deal with a host of currently unresolved problems that reside with colleagues, students and industry personnel. In order to address these needs the project described in this report was conceived and carried out.

Project Goals and Objectives

The long-term, overall goal of this project was to enhance the career development opportunities and employment potential of college students who have a disability.

Upgrading and increasing the service delivery capacities of the community colleges with respect to disabled students requires recognition of the process needed to create change. Therefore, in carrying out this project, it was the intention of IRDOE staff to increase "in-house" capabilities among two-year colleges as they respond to expressed needs of staff and disabled students. The training process incorporated practices outlined in two documents previously produced by IRDOE as an outgrowth of several collaborative efforts between IRDOE and local colleges.

These documents are:

- Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide.
- Enhancing Interpersonal Skills: A Workbook for Disabled College Students.

These documents, developed by IRDOE with State Education Department support, were disseminated to community college campuses throughout New York State. Reactions to the materials indicated that college personnel needed and wanted additional assistance in operationalizing career. vocational and job development concepts and content found in these guides. College administrators perceived in-service training based on these materials as a potentially effective means of upgrading their programs and for achieving the following outcomes:

- To develop a cadre of trained personnel who can infuse career and vocational development activities throughout the college;
- To guide implementation activities regarding Section 504 regulations;
- To develop ways to increase college/industry collaboration in training and hiring handicapped students; and
- To increase the employment of disabled students.

Within this context, the following short-term goals were formulated for the project:

- To increase the knowledge and skills of community college personnel as they relate to vocational, career, and job placement services for handicapped students;
- To increase the knowledge and skills of community college personnel in interacting with employers for the purpose of job development for disabled students; and
- To transmit knowledge, information and skills concerning career development and job placement services through project participants to the colleges at large.

In order to accomplish these goals, project staff set out to achieve the following specific objectives:

1. To organize 3-4 person career/vocational/job placement teams at CUNY and SUNY two-year colleges in the greater New York metropolitan area.

2. To train each team in how to provide vocational education services, career counseling and job placement activities for students who are disabled. The objectives of the program included providing personnel with:

- help in recognizing and integrating their feelings about handicapped students;
- information about handicapping conditions, e.g., physical disabilities, learning disability, and sensory impairments and their psychosocial and vocational implications;
- methods that are useful in promoting the career and vocational development of disabled students (e.g., cooperative education and work-study programs);
- ways of accommodating disabled students in vocational education settings with attention given to modifying equipment and the physical environment;
- procedures that will raise the awareness of other college staff regarding the needs of handicapped students, e.g, occupational, personal, social, and architectural;
- information as to the resources and service network available for handicapped students within their communities;
- information about and implications of pertinent federal and state legislation applying to handicapped students; and
- strategies for improving college/industry articulation for maximum employment of the handicapped (e.g., job development and job placement).

3. To provide vocational/career/job placement teams with direct contact with employer representatives from a range of industries for the purpose of reviewing job placement and job development behaviors and acquiring specific information about industry policies, practices and attitudes toward the employment of disabled individuals.

Program Design

Project staff engaged in a variety of planning activities in order to develop the program design. These activities, described below as separate entities, occurred simultaneously and in most instances impacted on each other. While the project staff had definite opinions about how the project should be conducted, program planning used a highly participatory approach that sought to identify the current needs of college participants and the resources that could best satisfy those needs. This participatory approach, while labor intensive, was a key factor in eliciting the involvement of colleges, agencies and industry and in uncovering the many resources and programs available for disabled college students in the New York City metropolitan area.

Organizing and implementing the project, "Enhancing Vocational Opportunities for Handicapped Youth at Two-Year Colleges Through In-Service Training" involved bringing together primarily four groups: (1) the college community, (2) presenters from the college community who were knowledgeable about career and vocational issues impacting upon the lives of disabled students, or had experience with developing and conducting model programs, (3) representatives from the personnel or affirmative action departments of a range of businesses and industries, and (4) agencies that provide evaluation, counseling and employment services to disabled students that foster articulation between colleges and other service providers. To implement project objectives, four all-day conferences were held. Over the course of these conferences teams from 14 CUNY and SUNY two-year colleges, and 12 CUNY and private four-year colleges in the metropolitan area attended.* (For a list of college participants, see Appendix).

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*Because of articulation issues two-year college participants asked that we extend invitations to selected four-year colleges.

At all four conferences, a series of morning workshops related to a single conference theme was conducted. Workshops presented model programs already in operation. These morning sessions were for college staff only. (At times, agency personnel or other invited guests also attended.)

At afternoon sessions, college and agency participants and industry representatives met jointly in an atmosphere intended to encourage an open interchange of information and experiences. Industry representatives were asked to direct their remarks to labor trends within their industry and their own organization, types of jobs, recruitment, and placement for disabled students. At each conference, industry was asked to comment on aspects of employing disabled people that related specifically to the conference theme, e.g., assessment, program modifications and work-experience programs. Also, to provide a sense of reality, industry representatives were asked to describe their company's hiring procedures by giving actual examples of how disabled persons were employed. Colleges were asked to respond in terms of their own experiences in helping disabled students make the transition to the world of work.

A variety of methods were used by the project staff in selecting and designing activities for each conference. One was to design workshop activities based on expressed needs that were related to topics in two documents both of which were an outgrowth of previous collaborative efforts between IRDOE and local colleges.[1] Some of these needs called for:

- Strategies for assessing and obtaining a non-distorted view of the educational and occupational abilities of disabled students;
- Approaches for promoting career and vocational development through interpersonal skills training;

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[1] Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide; and Enhancing Interpersonal Skills: A Workbook for Disabled College Students.

- Ways of providing instructional program and employment accessibility;
- Articulation from high school to college and from college to employment;
- Uses of new technology for disabled persons;
- Increased ways to contact agencies serving disabled individuals; and
- Securing information from industry regarding their employment trends, recruitment, and selection procedures.

To ensure that current and emerging needs of local colleges would be addressed at the conferences, project staff attended monthly meetings of the CUNY Committee for the Disabled, a group comprised of counselor/coordinators of services for disabled students at all 19 colleges of CUNY. These meetings illuminated some of the more pressing career related and educational issues for counselor/coordinators. At one committee meeting, for example, the group grappled with strategies for achieving educational accommodations, a topic which was pursued and investigated in depth at our second conference. While the issue of accommodations had been previously addressed in "College Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide", at that time the focus was primarily on physical or architectural barriers to educational or employment opportunities. At present, however, the concerns are primarily related to those of making appropriate instructional program modifications to ensure program accessibility.

The concerns deemed needing special attention include:

- The anticipated increase in learning disabled students who would be attending college as a result of new OVR eligibility criteria;
- Testing procedures and modifications used in university-wide entry testing programs;
- The desire for better information flow and contact with the Office of Vocational Rehabilitation (OVR), and the Commission for the Blind and Visually Handicapped (CBVH).

In addition, in order to maintain a broad perspective and identify and screen possible workshop presenters, the project coordinator attended a variety of other conferences and seminars. These included:

- The Annual Conference of the New York Association for the Learning Disabled;
- "The Learning Disabled Student in Higher Education", a Conference sponsored by the City University Committee for the Disabled;
- "Options in Learning and Living for the Disabled College Student", a conference sponsored by Columbia University, New York;
- Sixth Annual International Film Festival, sponsored by Rehabfilm, the film division of Rehabilitation International, USA; and
- CUNY Student Personnel Conference.

Key staff members at community agencies serving disabled students were also consulted in order to obtain representative views of current needs and problems. Among those contacted were the Office of Vocational Rehabilitation, Commission for the Blind and Visually Handicapped, New York Foundation for the Blind, HEATH, Just One Break (JOB) and the New York League for the Hard of Hearing. Each of these agencies either made program recommendations, or suggested possible workshop leaders or industry representatives.

Also consulted were members of the CUNY Career Counseling and Placement Association, a group comprised of career and job placement officers at 18 colleges in the City University system, whose goal is to open up job opportunities for City University students by enhancing cooperation between business and higher education.

Finally, publications and professional journals relating to concerns of disabled persons were reviewed to identify experts who might serve as possible resource persons. Some of these publications were: Information Newsletters from Higher

Education and the Handicapped (HEATH), and the New York City Mayor's Office for the Handicapped; Rehabilitation Counseling Journal, and the reports, Disability: Our Challenge and Disability: The College's Challenge.

Throughout the year, project staff had ongoing informal discussions with many members of the CUNY Committee for the Disabled and other participants to assess whether workshop topics were, in fact, addressing their needs, and to identify other issues that may have arisen at a conference which had not been included during the initial planning activities. Where appropriate, project staff reworked the conference format based on the feedback received.

The individuals whose ideas and concerns were considered when planning the conferences, combined with session-by-session evaluations and informal feedback, helped the project team maximize the relevancy of workshop content to the needs, expectations and concerns of participants.

The aforementioned procedures combined with information gleaned from IRDOE's previous efforts in this area led the project staff to organize the conferences around four distinct but interrelated themes. These themes, we believed, encompassed an integrated approach to meeting the career needs of disabled college students. The four conference themes around which all workshops were organized were:

> Obtaining an accurate assessment of a disabled student's educational and vocational aptitudes and abilities by focusing on the assessment sequence--what actually happens to students prior to their entering a postsecondary institution; initially upon entering, when vocational and educational goals are being established, and then while in college, as they move toward their vocational objective;
>
> Program accessibility and modifications needed to make it possible for a disabled student to achieve the training and education required for successful employment.

Activities needed to develop a work history before leaving college, including transitional experiences such as internships, volunteering, cooperative education and other work experience programs;

Approaches to job development and job placement ranging from counselor directed to client centered approaches. In the counselor directed approach the students are minimally involved with locating employment, while in a non-directive approach students are extensively involved in job search and placement.

Project staff organized the conferences around these four career development themes. Individual workshops were structured so as to provide information, demonstrate replicable models and facilitate an exchange of information between colleges and agencies, colleges and industry, and among college participants themselves.

Conference Format

The following format worked extremely well for the first two conferences which dealt with assessment issues and program accessibility and modifications.

9:30		Welcome	
9:45	11:00	Concurrent Workshops	A B C D
11:15	12:30	Workshops Repeated	A B C D
		Working Lunch	
2:00	3:30	College and Industry Jointly	

This format offered each participant an opportunity to attend two workshops in the morning and the joint college and industry session in the afternoon. In addition, this design allowed a college team to cover all four workshops.

The format was modified somewhat for the third conference in order to organize a colloquium featuring Paul Cornes, Senior Research Fellow at the University of Edinburgh, Scotland and Joseph Stubbins, Professor Emeritus, California State University, who as Fellows of the International Exchange of Experts and Information in Rehabilitation, presented and led a discussion on "A cross-cultural view of vocational rehabilitation services." A format change was also made in the fourth conference to allow for special presentations.

In planning the conferences a key decision was to identify conference dates that would ensure the largest turnout. Project staff had to take into account the many demands and commitments of college personnel who would be the target audience. The CUNY Committee for the Disabled offered us one of their scheduled meeting dates for the first conference. We viewed this as a tremendous boost to the conference series in that it was a way of ensuring college participation at the beginning of the series and indicated their need, interest and support for the in-service training program.

Selection and Contact of College Personnel

The personnel who were to participate in this staff development project were selected out of recognition that:

- Career development is a continuous process with a focus on the future including the individual's total life span; and
- There is a need for collaboration among and between vocational education instructors, the college placement office, the handicapped student office, student personnel staff, students, academic college staff, employers and community agencies.

Occupational training departments, the student personnel office, and job placement office on community college campuses are perceived as natural homes for effective career and vocational development services in view of the expertise and resources which typically exist within these operations. The expertise and resources within these offices and departments include the areas of vocational education; career counseling and career exploration; assessment of student aptitudes, abilities and interests; student development of job-seeking, job entry, and job-keeping skills; and extensive contact with employers. However, to provide services that respond to the special needs of disabled students, college staffs within these departments need to expand their roles and in so doing develop or have access to specialized information regarding career counseling, vocational education and employment of disabled individuals. They also need to examine and learn how to deal with many unfamiliar areas such as employer attitudes and misconceptions, employer incentives to hire disabled workers, attitudinal barriers, modifications of occupational curricula, adaptation of vocational and laboratory equipment, modification of the job site and modification of the job itself.

Using this frame of reference, the process of recruiting our targeted college personnel involved several steps:

1. Participating in meetings of the CUNY Committee for the Disabled to stimulate interest and publicize the conference series.
2. Contacting CUNY and SUNY Deans of Students to elicit support.
3. Contacting counselor/coordinators of services to disabled students to enlist their aid in identifying other support personnel on campus who would profit from attending the conferences, e.g., counselors of non-disabled students; cooperative education personnel; career counselors; job development and job placement staff instuctors; and administrators.
4. As a final step, invitations and a conference agenda were sent to the suggested individuals.

Selection and Contact of Presenters

Three major criteria were established in our search for appropriate workshop leaders: (1) content expertise (2) platform skills, and (3) face validity. Suggestions were solicited from IRDOE staff members, from college and agency personnel, and by reviewing the rehabilitation literature. A "networking" process frequently ensued when resource people were unable to accept our invitation but recommended equally qualified persons instead.

Presenters were contacted first by phone to assess their interest and to give them a preliminary outline of our needs and expectations. This initial contact for those willing to participate was followed by our sending a detailed outline--a working agenda. Presenters were asked to bring to the conference any handouts to be distributed to participants. When material was submitted in advance, it was included in the literature packet distributed to all conference registrants.

Selection and Contact of Industry Representatives

Our experiences in recruiting industry representatives built on prior IRDOE experiences in recruiting industry personnel for the "College and Industry: Partners in the Handicapped Employment Role" (CIPHER) conferences held over a three-year period in the mid-seventies. The techniques and recommendations for soliciting organizations to participate, as outlined in the final CIPHER report served as a basis for selecting and contacting industry representatives for this project.

Industry groups were chosen to participate primarily on the basis of their correspondence to occupational curriculum offered at the colleges. Other criteria considered were:

- Size of company. We wanted to provide a range of views;
- Location of company. We wanted industries from outlying areas of New York City, as well as local companies, so as to serve colleges located in all parts of the metropolitan area; and
- Companies that had not previously participated in IRDOE activities, or activities sponsored by the CUNY Career Counseling and Placement Association.

Our intent in the latter instance was:

- To raise companies' consciousness regarding employment of disabled students; and
- To open new placement contacts for college counselors.

The following sources were searched in compiling our list of potential industry representatives:

1. Industries that had attended other conferences;
2. Lists of companies which had been compiled for the Office of Vocational Rehabilitation (OVR) Clearinghouse Project, another IRDOE/OVR sponsored project concerned with job placement of disabled college students;
3. Personal contacts of IRDOE staff members;
4. Companies that had a "track record" in hiring disabled individuals and had used the job placement services of local rehabilitation agencies such as Just One Break (JOB), and International Center for the Disabled (ICD); and
5. Yellow pages directory.

Much like the job hunting process itself, in which personal contact is usually the most effective way to obtain an interview, personal recommendations to a specific individual within a company were the most productive means of securing industry cooperation. We explained the goals of the conferences and how the company's participation would be helpful to both the college community and the business. Again, as in job hunting, the importance of pointing out the benefits to a company--meeting affirmative action requirements or locating a new pool of labor--should not be underestimated. It was important to highlight the "bottom line" benefits in addition to those related to social consciousness and "altruism." It is sometimes difficult for college staffs, who bring a "humanistic" orientation to their work, to acknowledge that industry operates, for the most part, on a profit motive.

Contact with a company was almost always initiated by telephone, followed by correspondence in which the "who, what, where, when, why and how" of the conferences were detailed. An IRDOE brochure, tentative conference agenda and a list of preparatory questions were enclosed. (See samples in Appendix). We found it helpful to be explicit about what was expected from industry representatives without overwhelming them. Industry concerns also needed to be recognized when recruiting. The following comments made by business representatives when they were initially contacted indicate the nature of their concerns.

- "Will I have to do a prepared presentation?"
- "We really don't have any disabled people working here; we're a very small company."
- "We're not hiring or recruiting now."
- "Will our brains be picked?"

Each question required a reassuring answer. In response to the first comment cited above, we stressed the small-group format of the conference and the need for an informal exchange of information between college and industry. We stated that we would send them a list of general topics they might use as a "guide." In response to the third comment above, we highlighted the educational function of the conference and stressed that the main purpose of the conferences was to assist college staffs in helping their handicapped students become more marketable. These reassurances seemed to be sufficient to reduce resistance to participation.

Industry representatives at the conferences came from different segments in the organizational hierarchy and included those having such titles as: Recruiter, Placement Specialist, Personnel Director, Affirmative Action/Equal Employment Opportunity Coordinator, Selective Placement Program Manager, and Manager of Human Resources.* It is interesting to note that while the initial contact and agreement to participate was most often made at the level of personnel director, the actual attendee was frequently someone in an "assistant" capacity. Even when taking into account the many demands upon a personnel director's time, one might conclude from the status level of the attendee that the business community does not perceive employment of handicapped people as having a high priority and that much still remains to be done to allay industries' anxieties regarding the employment of disabled individuals.

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*See appendix for list of participating companies and titles of attendees.

Other obstacles we encountered in our recruitment efforts included:

- Conflict with a company's college recruiting schedule that prevented personnel from attending;
- Cutbacks and hiring freezes of personnel department staff;
- Concern over exposing a company's lack of activity in recruiting disabled individuals; and
- Concern about level of knowledge regarding work-site modifications, work-experience internships, cooperative education placements, etc.

To maximize the likelihood of industry participation, it is essential that sufficient advance contact plus frequent follow-up reminders be given, so that the organization can avoid scheduling conflicts and/or staff shortage problems. Eight to ten weeks advance notice, or more, is not unreasonable. Companies need time to plan for staffing, to arrange their college recruitment schedules, and to locate the proper person who is both knowledgeable about handicapped employment within the company, and motivated to attend the conferences. Vacations, previously scheduled conferences, and illnesses may also preclude participation. We have learned to invite more representatives than needed because last minute office crises usually decrease the number of industry representatives who can attend.

CONFERENCE PROCEEDINGS -- ISSUES AND OUTCOMES

First Conference: February 23, 1983

*Theme: Obtaining an accurate assessment of disabled student's educational and vocational development--prior, initially, and ongoing.

Introduction

Providers of services to disabled students need to become sophisticated consumers of data if they are to plan appropriate interventions to enhance the career development of disabled college students. They need to obtain a non-distorted view of students educational and vocational abilities and skills prior to their entering postsecondary education, initially upon entering, and ongoing, i.e., while in college, so that early adjustments can be made and accommodating services provided. For example, it is crucial to a student's educational planning and subsequent work preparedness and employability to determine whether he or she has a learning disability. If a learning disability is present, we need to look at how educators evaluate and accommodate different learning styles. In addition, providers of services must find ways to accurately assess competency levels on a variety of dimensions if they are to successfully "market" a student upon graduation.

Three workshops at this conference addressed assessment in the following areas:

- Educational--how well a student is really doing in terms of skills and competencies;
- Vocational--how well a student is functioning in terms of his or her career maturity, vocational interests and abilities and employability skills; and
- Interpersonal skills--how well developed is a student in terms of being assertive, dealing with conflicts, interviewing skills, etc.

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*See appendix for program agenda

A fourth workshop was targeted towards enhancing articulation and providing an exchange of information and ideas relating to assessments generated by agencies serving disabled individuals.

Descriptions of Workshops

Assessing Educational Achievement.

Presenters: Dr. John A. Centra, Program Administrator and Research Coordinator, Admissions Testing Program for Handicapped, Educational Testing Service, Princeton, New Jersey

Dr. Morton Fuhr, Associate Professor, English Department, Director of English Skills Laboratory, Kingsborough Community College, Brooklyn, New York

Dr. Irwin Rosenthal, Professor, Department of Student Development, Kingsborough Community College, Brooklyn, New York

Dr. Centra described procedures currently in use in the administration of the Scholastic Aptitude Test (SAT) to disabled students. This test is one example of an assessment instrument administered prior to the time a disabled student enters college and is widely used along with other determinants to predict the probability of successful college achievement. Dr. Centra pointed out that test modifications are made in Braille versions, cassette versions, large type versions and in regular type versions with provisions for extra testing time. Of 5,000 students tested under special conditions last year, about two-thirds were learning disabled.

Dr. Fuhr described a special section of Kingsborough Community College's remedial reading and writing course which was specifically for students who had either a psychogenically caused learning problem or a specific learning disability. All students who have failed to meet minimum competency levels on CUNY placement tests in reading and writing must take these remedial courses. In this special section, specific techniques bypassing the learning disability are used to help students improve their basic skills. Dr. Fuhr stressed the importance of engaging in diagnostic activities so that as much on-campus educational planning and developmental work as possible can be provided for the student.

Dr. Rosenthal directed a three-year federally funded demonstration program designed to meet the varied needs of learning disabled community college students at Kingsborough Community College in Brooklyn.* Dr. Rosenthal focused specifically on the psychoeducational assessment procedures used in the program to identify students who have learning disabilities and then to monitor their progress. Students were given a psychoeducational assessment to determine their specific weaknesses and etiology, their learning styles and their academic achievement. Based on assessment results, a plan listing skills to be strengthened was developed and revised, based on ongoing assessments. Staff shared all testing results with the student and dealt with any identified specific learning weakness on an individual basis, e.g., by arranging for untimed tests for a student who could not write fast enough to keep up with the class. Samples of assessment instruments used in the program were distributed to all conference participants.

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*Learning Opportunities Center for Special Needs Community College Students. Title VI E Model Program for School Age Handicapped Children. For copies of the final project report contact Dr. Irwin Rosenthal.

Assessing Vocational Interests and Abilities

Presenters: Dr. Leo Goldman, Professor, Graduate Program in Counseling and Personnel Services, Fordham University, New York

Anita Tritell, Assistant Dean, Student Life Planning and Career Development, State University of New York at Farmingdale

Professors Goldman and Tritell discussed a variety of structured and nonstructured techniques for assessing a disabled student's vocational interests and abilities. Dean Tritell discussed the role of "situational assessment" and described how assessment techniques are incorporated into the work experience program at Farmingdale. Efforts are made to have students work in settings as closely related to their career goal as possible during the summer, spring and winter recess and intersession. These work experiences are used to test out and assess whether the career students have chosen is really what they want to do. For example, a student may indicate that he or she wants to work with people. From the work experience the individual learns that the experience was not satisfying but that there are a variety of other ways of working with people, each of which requires different interests, values and abilities.

Dean Tritell also described a mentor program used at Farmingdale in which a student is matched up either by disability or career goal with someone who can act as a role model. This, she emphasized, also allows students to obtain realistic information which helps them to make better vocational choices. To recruit employers for the work experience program Dean Tritell used the following procedures:

1. Developed a computerized listing of 500 of the larger employers within the Nassau-Suffolk area (the Long Island suburban area reachable through the Farmingdale campus);

2. Selected names of employers from the Long Island Association Commerce and Industry Directory, based on curriculum areas offered at Farmingdale;

3. Sent letters describing the work experience program at Farmingdale and requested a work experience assignment for students in the summer or other times;

4. Developed as close a match as possible between student's interest and available work experience sites. If necessary consultation is provided to employers regarding transportation and other student needs; and

5. Set up student-employer interviews at which time details such as hours and salary were negotiated.

"Many disabled students don't know that they are eligible for the school's work/study program," said Dean Tritell, a fact which counselors may want to bring to their attention. When unable to arrange for a paid work experience, students are encouraged to become a volunteer in a situation as closely related to their career goal as possible. Like a paid work experience, this also provides an opportunity for self-assessment.

Using one's own campus as a work experience site can also produce several benefits:

1. The disabled student can be seen as a working member of the community;

2. People who have never had any kind of interaction with a disabled student have an opportunity to see the student as a student--not as someone with a disability; and

3. It provides the possibility of a post-college job.

Finally, it is important not to ghettoize disabled students by having them all work in one area when students are assigned to their work/study experience on campus. Dean Tritell cautioned against relying too heavily on judgments made as a result of prevocational evaluations, an assessment procedure often used by rehabilitation agencies to predict whether someone is "college material." She pointed out factors that should be considered when reviewing these test results such as, when the testing was done--how soon after a traumatic injury or how soon after being in a very specialized school where the student may not have had access to a regular school program. She cited experiences with students who had been deemed "not college material," yet successfully completed a college program. Work sample evaluations are important, she indicated, but should not be relied on as a sole predictor of success.

Dr. Goldman discussed the validity of a variety of vocational assessment methods, ranging from unstructured to standardized. He concurred with Dean Tritell in the opinion that the most valid assessment method--one which helps you make a statement about how well a person is likely to do--is how the person does on a full-time job or in the school program. Next, in declining order of validity is:

1. How the person does in a part-time job, summer job, or work/study experience;

2. Work sample evaluations, except that these are useful mostly for sub-college level activities that are mechanical or clerical, and are not very useful for someone who is going to enter a college program and after college go into a college-level occupation;

3. Informal methods that can be used in groups, such as games, exercises and role plays, particularly for interest and value assessment and exploration. These methods are ideal for use with closed circuit television while practicing interpersonal skills;

4. Informal assessment devices, such as one in which the individual recalls accomplishments at various times in life and a pattern or trend emerges which can be applied vocationally. The person obtains more self-information; there is a raising of self-esteem and there is usually a high correlation with the individual's interests and aptitudes. An asset review, informal interest review and motivation review are other assessment devices which can help students explore why they want to work and recognize the need to make choices; and

5. For most purposes and for most people, the least valid methods are the traditional standardized tests, particularly tests of abilities. For students with disabilities, they are particulary limited in value. According to Dr. Goldman, they are the furthest from the thing you are trying to predict , either in school or on the job. Although there's a place for standardized testing, it should be used selectively and cautiously in the counseling process.

One conference participant pointed out that assessment instruments are always to be seen as a tool for further exploration, motivation, and clarification, not as a definitive instrument for locking people into categories. It was also stated that tests that are administered and scored by computers may provide a very deceptive illusion it is are very scientific and precise because it's done on a computer. Another caveat dealt with the passivity that may be induced by the standardized test, particularly with anxious students who may be seeking a simple and absolute solution to a complex question, "What do I want to be when I grow up?"

A general discussion ensued about standardized assessment instruments, such as the Harrington/O'Shea and Holland's Self-Directed Search, as well as informal methods, such as an "internal and external barriers to success review" which lead to a discussion about "what are your goals and what is keeping you from reaching your goals." The latter exercise was deemed worthwhile because, "It is more often one's internal barriers such as a belief that one can't do something, rather than the external barriers of job market and economic conditions, which impedes one from reaching his or her goal."

Elements of vocational decision making that were stressed included: (1) involvement of the student in the decision making process; (2) helping the student make a decision based on his/her own self-assessment and exploration; and (3) helping the students learn how to obtain information through their own investigations and exploration. Forming an action plan with a timetable was also recommended.

Assessing Interpersonal Competencies

Presenter: Eve Maged, Instructor, Basic Communication Strategies Program, LaGuardia Community College, Long Island City, New York

Ms. Maged described the Basic Communication Strategies course offered by LaGuardia Community College, a highly structured course designed to develop interpersonal and language skills for the remedial student as part of the basic skills program. In this program interpersonal communication skills that are useful for social, academic and work settings are identified and practiced. Student skills are tested using a number of oral presentations including a simulated job interview.

Ms. Maged pointed out that her students (described as "non-traditional students") arrive with many positive interpersonal skills and co-mingle well with friends and peers. In a new situation, however, they are frequently shy and reluctant to take risks. These students also often have difficulty moving in and out of language patterns, i.e., from informal patterns with friends to more formal approaches needed during a job interview situation.

In the Basic Communication Strategies course, students learn interviewing skills and response styles. In this way they learn to understand different oral responses people make, different language patterns, and common grammatical errrors, e.g., double negatives. Many students are not accustomed to identifying grammatical errors orally. A "mirroring" technique is used to develop awareness of one's speech patterns. Someone is selected to be an umpire, and mirrors "ums" and "uhs" or other speech problems each time they are spoken. This technique makes the student aware of grammatical errors or pronunciation problems. This approach is also effective when practicing job interviews. Videotape is also used so students can monitor or "umpire" themselves.

Frequent assessment activities are built into each lesson. There is assessment by peers and instructors, as well as self assessment. Students are asked to express their feelings about what they learn, and evaluate content. Ms. Maged reports that most students leave the course understanding its concepts and with a keener awareness of their interpersonal and language skills. Furthermore, they have had practical experiences that they can apply to school and social situations and can make immediate use of interview materials for either their own jobs or the school's co-op assignments. Students are not eligible for co-op at LaGuardia until they have passed this course. The appropriateness of this and similar types of communication training for disabled students was also discussed.

Dr. Flugman briefly described the Interpersonal Skills Workbook for Disabled College Students which is being distributed by the Center for Advanced Study in Education (CASE) at a cost recovery price of $15.

Based on a social psychological perspective, the workbook posits that attitudes of others can be changed by enhanced interpersonal skills. The Workbook is designed to develop generic interpersonal skills as well as career-related interpersonal skills which are then practiced in employment related situations. Some of these skills are "Expressing Feelings," "Handling Questions," "Starting Conversations," "Using Feedback," and "Asserting Yourself." Acquiring these skills is as important for disabled persons as for the non-disabled. The situations used as role play exercises in the Workbook are embedded in career related problems or issues as well as developmental issues that are unique to a disabled individual. In each chapter, a "role model" who is disabled talks frankly about what it means to be employed and the interpersonal problems that are often encountered in an employment situation.

Agency-Generated Assessments

Presenters: Neil Crouse, Coordinator of Vocational Services, New York Association for the Blind; President of the New York Metropolitan Division of the National Rehabilitation Association

Danna Mitchell, District Manager, Office of Vocational Rehabilitation, Brooklyn, New York

Ms. Mitchell began by clarifying criteria for eligibility for Office of Vocational Rehabilitation (OVR) services as follows:

- There must be presence of a disability which creates a substantial vocational handicap; and
- There must be a reasonable expectation that OVR services will enable the person to go to work.

Assessment procedures begin even before a client is accepted for OVR services, as a number of assessment documents are needed to determine eligibility. This includes medical or psychiatric evaluations which establish the presence of a disability, define the limitations imposed by the disability, and provide an idea of what residual capacities the individual has and how these capacities can be utilized vocationally. During this period when eligibility is being determined, information is also gathered on the person's educational experiences, work history, and support network.

Upon being declared OVR eligible, those students expressing an interest in college also are asked to provide a high school transcript. The transcript becomes a starting point for answering the question "Is this an appropriate college bound person?". In many instances these students are also referred for a comprehensive battery of psychological tests to assess intellectual capacity, reading and math skill levels, areas of interests and aptitudes. The psychologist may also be asked if there are deficiencies, in order to determine whether the person can benefit from remediation. In addition, the psychologist may be asked if there's some reason to be concerned about emotional stability or stamina, in order to assess the client's capacity to handle a college program, from a motivational perspective. An attempt is made to assess whether a therapeutic intervention would be beneficial, and whether, even if the person completes college satisfactorily, he or she will be able to find and sustain employment. The "bottom line" for the counselor is, "What kind of job will this person be able to do after completing the college program?".

It is extremely difficult to assess a young adult who has had little or no work experience, and who has not been involved in any occupational exploration. Frequently clients have no idea of what they want to do. Some have such a broad range of ideas that it is evident that they also have no idea of what they want to do. Therefore, a great deal of interaction between counselor and client needs to take place before a college plan is developed. This activity focuses on what kinds of demands the jobs will put on the person both in terms of the training process and after the person completes training and is on the job.

The availability of employment in the occupational area the client chooses is another issue that's very much a part of the decision. Although viewed as relatively "normal" for an older adolescent not to know what he or she wants to do, OVR program guidelines demand that a vocational goal be established as part of the vocational and educational planning process. Therefore, Ms. Mitchell pointed out that when OVR sponsors a student for a college program--focusing on a single job or family of jobs that are realistic for a particular student--OVR prepares for the possibility that the client's experiences in college will modify his or her vocational aspirations.

A very real dilemma is presented by the guidelines that call for having some perceptions before sponsorship of what the client is going to do, and the reality that change is likely to occur.

Another difficult issue for OVR is the person who views him/herself as "college bound" and who, according to OVR, shouldn't be. OVR has been vulnerable to criticism both for not sending people to college, and because it did. OVR believes that it is not beneficial to raise the expectations of a student who does not have the capability to handle college and who will be unable to compete for scarce jobs. OVR by mandate must look at the feasibility of the vocational objective--will the client be able to handle the job physically and emotionally, are there jobs in the selected field, and will the client be able to find one--the ultimate goal being to get a person to work. Included here is the issue of the "charity grade", i.e., the instructor who gives a student a "B" because he/she feels sorry for the student. Ms. Mitchell believes that a counselor who has strong reasons for believing a student is not going to be able to handle college has an obligation and a responsibility to deal with that issue.

Generally, if there were doubts, reservations, or borderline questions, the student was given a chance at college. Until this last academic year, performance standards were informal and irregularly applied. Now, however, OVR has formulated specific policy guidelines regarding the academic performance of students which require that a student maintain a 2.0 average. A semester of grace will be granted during which time a student who is doing poorly has an opportunity to raise the GPA to 2.0. If college sponsorship is terminated, the case is not closed, but additional vocational evaluation is done in an attempt to find more appropriate kinds of services. Sometimes college may not be the issue, just maturation. A student may find work and discover the merits of going to college at a later time and may then reapply for reassessment.

When a determination is made that college is not suitable, the client has recourse as follows:

There is an informal and a formal appeal process. In the formal appeal process, the client states his/her case. It goes from a counselor to a supervisor and then to OVR's central administration. If it is not resolved by then, the case goes to a hearing officer.

More commonly, the informal process is used. A client may be asked to do a semester on his/her own and achieve a minimum of 2.0 taking 12 to 15 credit hours, after which OVR will sponsor the individual. One obvious problem here is the "catch 22." The support services which are needed to make the possibility of success more likely, such as transportation or tutoring, will not be available if the person is not OVR sponsored.

Neil Crouse outlined information regarding services of the New York Association for the Blind. Referrals may come as walk-ins, from other agencies, or friends. Walk-in clients may be referred to the New York State Commission for the Blind and Visually Handicapped so that they can be made aware of all the support services available to them from the State of New York and enable the agency to receive a fee for its services. There is no economic need criteria to receive services; however, all fees are on a sliding scale. To receive ongoing services, a person has to be legally blind, but this rule can be waived under particular circumstances. One need not be legally blind for initial assessment services or to use the low vision clinic. All recreational programs and reader services are free. Travel training, instruction in caring for personal needs, and typing training are additional services a client can receive under Commission sponsorship.

An important issue was raised by conference participants regarding the assessment of learning disabled students. Assessing them in a traditional manner does not produce accurate results regarding the ability or potential of the student. Stigmas, labeling and the dearth of effective programs were mentioned as some of the areas that need attention. The Chairperson of an upcoming CUNY Conference on Learning Disabilities invited all conference participants to attend, thus extending the opportunity to explore these issues in greater depth.

Fiscal constraints was cited as a limiting factor on the number of disabled students OVR can sponsor, and on the provision of support services such as therapy. The cap on tuition is $1,000 a year, which means that the balance of tuition costs has to be picked up by the Pell Grant (formely called the Basic Educational Opportunity Grant (BEOG),) student loans, or parents. Services, such as therapy, are based on financial need. The New York State Commission for the Blind is somewhat less restricted and can go to $2,500 a year for tuition, but the BEOG has to be deducted first. A somewhat detailed discussion ensued regarding the financing of college costs.

Mr. Crouse discussed some of the services of the New York Association for the Blind in the assessment process. Not only do they provide psychological, vocational and educational assessment, such as intellectual functioning, aptitudes and interest testing, and combine these components, but also, in the educational assessment for example, they determine by what means a person learns best. It is particularly important when assessing blind clients to determine whether a reader is needed, whether Braille skills are up to par, or whether tutoring is needed to help reach a level where the person can enter a college program. The New York Association for the Blind and other agencies teach note taking and how to effectively use a reader, that is, how to have the person emphasize certain segments the student needs from a text.

A person may be assessed over a period of 4 to 6 weeks, depending on the agency, and the agency then makes recommendations to the State agency that contracted for the assessment services. The information becomes the property of the state agency that purchased the assessment service. A counselor wanting the assessment information must contact the State agency which will generally release the information to a counselor for program planning purposes once it secures a signed release from the individual saying the information may be released to a particular person at a particular institution.

If the assessment service has been provided directly to the client, with the client paying for it without the Commission's or OVR's involvement, then, with a signed release, the information is sent directly to the client. The release of psychological evaluation material usually requires careful scrutiny and consultation with the client. But academic or vocational assessments are usually transmitted to the college counselor with a client release.

An interesting issue was raised when a participant pointed out that the existence of the SEEK program was based on the idea that past educational performance could not really assess whether someone could succeed at college because there were so many intervening social/psychological factors and, therefore, people should have a right to try. Although not a clean cut issue, one attempt to deal with this difficult situation is the trial semester, during which the student must achieve a 2.0 if OVR is to continue sponsorship.

Along with academics, interpersonal skills were mentioned as an area that needs to be assessed and addressed. Some clients with Bachelors and Masters degrees who know their subject matter have difficulty finding and keeping jobs because they don't have job seeking or on-the-job interpersonal skills.

Another recommendation was that in measuring ability to stay in a college program, test-taking ability should be scrutinized more carefully. Someone who knows the subject matter might freeze on tests. It was suggested that how the person puts knowledge to functional use during an untimed test might be another way to evaluate performance. An instance was described in which a student measured in this manner, rather than in timed tests, successfully completed the program and has been employed in the field in which he was trained for about a year and a half.

Many colleges offer workshops designed to reduce test anxiety and how to write term papers, along with a variety of other support services.

Other alternatives were discussed for the student who has difficulty with a college program, such as one year certificate programs, like word processing, or specific vocational training which may be provided by an accredited training resource. The experience of "not making it in college" may be used as a learning mechanism. A reassessment process that incorporates the "failure" experience may have taught the client to evaluate himself more realistically, and may result in a greater readiness to deal with the question of "given what we know about you and your limits and your positive capacities, what kinds of occupations would be appropriate for you." OVR is now also developing work/study opportunities for a variety of disabled groups.

Second Conference: March 11, 1983*

Theme: Human and Technical Accommodations, Modifications and Program Accessibility

Introduction

At the first conference we looked at ways to evaluate and improve educational, vocational and interpersonal skills assessment data of disabled college students. At the second conference accessibility factors that might impede realization of the full career development potential of the disabled student were examined. The core issue was "What human and technical support services are needed and how may they be implemented?". How do a disabled student and the counselor produce the needed environmental, attitudinal and program modifications? Three workshops addressed the following "accommodations" issues:

- Modifying environments using computer technology;
- Modifying programs and instruction to maximize educational achievement; and
- Modifying attitudes toward persons who are disabled.

A fourth workshop focused on the types of modifications and accommodations recommended and paid for by agencies that provide services to disabled individuals.

Descriptions of Workshops

Enriching the Information Environment for the Visually Impaired Through Computers. Current Capabilities, Future Trends, and Implications for Other Disabilities.

Presenters: Dr. Leslie Clark, Baruch Computer Center for the Visually Impaired

Judy Gerber, Coordinator of User Services, Baruch Computer Center for the Visually Impaired

Marilyn Saviola, C.R.C., Goldwater Memorial Hospital

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*See appendix for program agenda

Dr. Clark discussed ways in which computers can improve the capabilities of persons with a disability in school, work and leisure areas. Accessibility to information through computers allows a disabled person to perform as a professional and to have access to the very same information sources as the nondisabled person.

It has been estimated that 50-90% of information about the world is acquired through the visual channel. Therefore, visually impaired persons must rely on other means for collecting information. Access to information via computers can ameliorate a disability although a person may still be physically impaired. Based on this belief, the Baruch Computer Center for the Visually Impaired was established in 1978 as a model for the use of the computer to aid the visually impaired. (The center has recently extended its services to students with other disabilities.)

Dr. Clark described the Career Path Information System at Baruch. This system provides blind persons and rehabilitation counselors information contained in the Dictionary of Occupational Titles and the Occupational Outlook Handbook. It also acts as a job accessor by providing classified listings of jobs appearing in the Sunday edition of the New York Times. Plans have been developed to include descriptions of sensory aids that are currently available or that would be needed to make it possible for a visually impaired or otherwise disabled person to perform a particular job.

Members of the audience indicated that the system would be helpful to nondisabled people as well. One participant pointed out that information from other computerized systems such as the Guidance Information System, SIGI or Discover can also be delivered in voice or Braille output with a modem connector.

Ms. Gerber talked about programs, services, and equipment available at the Baruch Computer Center for the Visually Impaired. One of its first programs which is still ongoing was a series of summer workshops designed to familiarize visually impaired persons with computers, provide basic computer literacy, and assess aptitude for further computer training. Prior knowledge of computers is not needed to enter the program. Industry and rehabilitation agencies throughout the country have visited the Center to study how the program is conducted and what types of adaptive equipment are used.

Students who perform well in the summer program are offered an opportunity to enroll in a computer programmer training program that is jointly sponsored by Baruch College and Manufacturers Hanover Trust Co. If program success is measured by employment and wages, then the Baruch computer training operation should receive high grades--disabled students participating in the program have been hired by a variety of companies with starting salaries ranging from $14,000 to $18,000 per year.

Ms. Gerber emphasized that one doesn't have to be a programmer to be successful in the computer field. One totally blind program participant, who had no previous knowledge of computers, became a sales representative for a company dealing with specialized equipment. He subsequently recommended equipment modifications which the company adopted. He is now president of his own company selling a line of specialized computer equipment for visually impaired individuals throughout the world.

The Center also offers continuing education programs for visually impaired and blind computer programmers. A variety of computer languages such as COBOL, Fortran, Assembler and JCL are taught, along with some systems analysis and teleprocessing. Baruch makes computer terminals accessible to visually impaired persons and supplies Brailled materials if needed.

To satisfy a chronic need in the field of visual impairment, the Baruch Center provides a "short-run" Braille document service. The service, which complements the large scale Braille production runs for books and magazines at such places as the National Braille Press and the Library of Congress, is geared to meeting small run needs of instructors and students, e.g., exam preparation, or instructions for operating sensory aids and appliances. The Center is trying to overcome licensing and copyright obstacles to producing in Braille such material as abstracts that are available to scientists, engineers and psychologists.

The Braille document service also supplies the CUNY Skills Assessment Test in Braille free of charge to any CUNY college that requests it, and has loaned Braille terminals to several of the CUNY colleges. The Center staff is available for consultation about equipment or adaptive material and has compiled a data base of specialized equipment. Descriptions of equipment available at the Baruch Computer Center for the Visually Impaired, including synthesized speech terminals, were provided to workshop participants. This equipment may also be used by sighted persons. Braille training courses are available on cassette so that computers may become a part of the learning process.

Ms. Saviola, in discussing the impact of computers and technology on people with severe mobility disabilities, described new ways of accessing education and employment through word processors and printers that can be activated with a mouthstick, headstick, or voice. For those who are aphonic--persons who physically cannot vocalize--she described how voice synthesizers and computer screens may be used for one-to-one conversations.

Although computers and technology are being perceived by a widening audience as "door openers" for severely disabled people to enter college and the work force, there are several problems which impede fuller utilization of computers and ancillary equipment. One unresolved issue concerns the unwillingness of colleges to allow severely impaired students to bring machines into the classroom. Notwithstanding the realities of visually impaired students being allowed to bring a reader, a physically impaired person having an attendant, and a hearing impaired individual having a sign language interpreter, there is much resistance by instructors to having computers or other technological aids in the classroom. Consequently, attitude modification still remains a high priority for college students with disabilities and those who provide services on campus for them.

Another concern relates to receiving approval from the Office of Vocational Rehabilitation to pay for the technology. Frequently, approval depends on the judgment of an individual counselor. A "catch 22" situation exists, according to Ms. Saviola, in which OVR often requires a client to successfully complete one or two semesters of college before OVR will purchase equipment, i.e., computer; yet in order for a severely impaired person to have a successful experience, a computer may be necessary as an enabling device. Some success has been achieved through the OVR appeals process. OVR counselors would agree without hesitation to give someone who is a quadriplegic a motorized wheelchair so he or she can go to college. With technology we need to change the concept of "transportation", since it is possible to bring access to information and education to the person, rather than requiring the person to go to the college facility itself.

Strategies for Modifying Programs and Instruction: What Has Been Done, Can Be Done, Should Be Done.

Presenters: Professor George Fried, Department of Biology, Brooklyn College, New York

Fern Khan, Director of Continuing Education Program for Deaf Adults, LaGuardia Community College, New York

Dr. Fried described the ACCESS Project at Brooklyn College, New York, a program supported by the National Science Foundation designed to facilitate the access of motor-disabled students into laboratory classes in science. Many disabled students, handicapped by poor science preparation in their pre-college schooling, lack confidence and are reticent about taking college level science courses. In addition, many professors of science have misconceptions about the ability of the disabled population to take a laboratory science course.

A major activity of Project Access involved a wide-ranging public relations effort aimed at increasing student and faculty awareness of opportunities in science for disabled individuals. A variety of approaches were used to reach the college community including articles in the student newspaper, questionnaires to disabled students, meetings with the student organization representing those with handicapping conditions, and meetings with colleagues from science departments.

Several approaches were used to deal with attitudinal barriers. Consciousness raising sessions were held at which stereotypical attitudes and misunderstandings were aired and confronted in a constructive manner. For example, some professors thought it too dangerous for a disabled student, particularly someone in a wheelchair, to take a chemistry course. These fears for the safety of disabled students in laboratories were countered by reviewing the research findings at DuPont Chemicals where an analysis of safety records indicated that technicians who were disabled had better records than their nondisabled co-workers. Student presence at meetings is essential to change concepts faculty may have about the student's abilities. Cooperation of the administration is also necessary.

Dr. Fried met regularly with representatives of science departments, including anthropology and psychology, which also have laboratory activities. He gave out fact sheets on 504 legislation, as people in the sciences often have not heard about the compliance requirements of this legislation. Information was provided about some simple modifications that could be made. For example, placing a cushion on a chair was all that one student needed, and providing an inexpensive skeleton that could be used at a desk helped another. Small modifications can be made which do not cost a great deal of money, such as putting wheels on a table or adding little spokes on the adjustment of a microscope. Many suggestions for modifications came from the students themselves.

It was made clear at these meetings with college faculty that "access" meant getting students into the mainstream and maintaining standards, not changing the mainstream for them by giving inflated grades, for example, for poor quality work.

Another approach to attitudinal change was the establishment of a library for disabled students and faculty in the biology department. A variety of print materials was provided that would be helpful to faculty in class.

Faculty and students were encouraged to participate jointly in conferences dealing with providing services to disabled persons. No curriculum changes in any of the sciences, including anthropology and psychology, had to be made for disabled students taking laboratory courses.

Fern Khan described the Program for Deaf Adults which she directs at LaGuardia Community College. The original concept was to provide deaf people access to a variety of continuing education courses. Deaf students were recruited through a social event at which teachers or prospective teachers, most of whom are deaf, talked about what they would teach at LaGuardia. Of approximately 200 deaf people who came to the meeting, 90 enrolled in continuing education courses that same evening. The results of a needs assessment indicated that the deaf population wanted to be mainstreamed and to have a deaf coordinator. LaGuardia now serves approximately 75 deaf students per semester in a truly supportive atmosphere. In addition to the coordinator, the program now has a counselor and teacher/tutor who are both deaf. There are people on staff who know American sign language.

Paying for interpreters is an on-going problem. The cost of interpreters is very costly. Ms. Khan indicated that last year it cost close to $60,000 to provide interpreter services for 20 deaf students. Some funding was provided through a Federal grant that also included counseling, tutoring and outreach. Some funds are provided by the Office of Vocational Rehabilitation for students they sponsor. Students who are not OVR sponsored are encouraged to take classes with students who are OVR sponsored so that they can benefit from the interpreter services OVR is providing. A special reader's fund also provides some support. Another creative approach to the interpreter problem was a collaborative effort with the College of Staten Island which has an interpreter training program in which three students interned at LaGuardia.

An interesting issue was raised regarding whose responsibility it is to provide interpreters for students who are not OVR sponsored, the college's or the student's? Ms. Kahn is now in the process of applying to the State Legislature to allocate funds to pay for interpreters for deaf students. A large increase in the numbers of deaf students attending colleges in the next two years is anticipated due to a rubella epidemic in 1963.

Modifying the Attitudinal Climate of the College

Presenters: Dr. Jerome Siller, Professor of Educational Psychology, New York University

Francine Campone, Director of Special Services, New York City Technical College

Joyce Palmer, Coordinator for Disabled Students, Special Services, New York City Technical College

Gail Uellendahl, Director of Special Services, Queens College, New York

Dr. Siller discussed how attitudes that people hold towards the disabled can be derived from seven sources. These were identified as:

1. "Interaction strain"--e.g., a feeling of uneasiness in the presence of someone with a disability. Some uneasiness results from a lack of information; e.g., not knowing whether to help a disabled person, or how to help. Dr. Siller pointed out that "interaction strain" is often used as a rationalization. Discomfort caused by not knowing how to behave, which can be decreased with information, may mask other affective reactions towards disability which cannot be ameliorated by information alone.
2. "Rejection of intimacy"--e.g. Would you date a disabled person? This attitude may be measured psychometrically on a social distance scale.
3. "Generalized rejection" is similar to a total repulsion factor. It is an overall negative orientation to persons with a disability, a feeling of "I just don't want them in my life."
4. "Authoritarian virtuousness." Those holding negative attitudes derived from this source are attributing more than appropriate assets to the disabled, such as, "the blind usually have good memories."
5. "Inferred emotional consequences" involves holding expectations that if you have a disability there must be something wrong with you--you must be angry, hostile, depressed, etc.
6. "Distress identification." Interacting with a disabled person can set off thoughts about becoming disabled, e.g.--interacting with a deaf person makes an individual worry about losing his/her hearing.
7. "Imputed functional limitation." Here one imputes certain prescriptions and limitations to disabled individuals.

Dr. Siller pointed out that most of these dimensions are intercorrelated.

In terms of modification, attitudes are susceptible to varying kinds of influences,--e.g. where most of the tension is generated by ignorance, simply educating an individual may help, such as informing someone to take an elbow when assisting a blind person down steps. Dr. Siller explained that tuning oneself into the complexity of attitude structure offers the possibility of being able to intervene on a more effective level when trying to change a situation. It is important for the disabled person to realize that the prejudice is the other person's problem. Dr. Siller recommended that professional personnel become sensitive to the attitudinal environment and help cue people with disabilities as to what they might encounter.

Ms. Palmer and Ms. Campone discussed activities at New York City Technical College to sensitize and assist faculty in dealing with students who have a disability. In their work with faculty, it was found that faculty are often at a loss as to what to expect from disabled students or are uncomfortable in addressing them. To correct this problem, which they viewed as stemming from a lack of information, they developed and distributed flyers alerting students and faculty to the existence of special services on campus. They also prepared a handbook that offered general background about various disabilities, possibilities for accommodations, and coping strategies used by disabled students.

Students are encouraged to discuss their disability with instructors. There are on-going formal and informal meetings with instructors at which concerns about learning disabilities, or how instruction can be modified, are raised and clarified.

The New York City Technical College representatives reinforced what others at the conference also stated: it is important to involve department chairpersons and administrative personnel, since making modifications involves changing college policies and faculty attitudes.

Two sources of resistance to change were identified:

- Resentment at having to make modifications; and
- Fear of compromising standards.

The Office of Special Services at New York City Technical College has been successful in obtaining modified testing procedures, such as untimed tests, for learning disabled students. Testing on tape is also planned. They are also in the process of establishing a college-wide faculty committee on the disabled. Thus, through broad participation, people who formerly may have felt imposed upon will have a constructive outlet for their complaints and problems.

Ms. Uellendahl talked about her own attitude development in working with students with disabilities--initially assuming responsibilities that should have been given to the students. She now recognizes, taking into account Dr. Siller's attitude dimensions, that her behavior reflected an attitude that disabled students were not as able as she. Upon re-evaluating her present behavior, she attributes her attitude changes to prolonged exposure to people with disabilities. She views "one shot" experiences such as "Disability Awareness Day" on campuses as a first step among many to help people become aware of feelings but believes that the activity by itself will not produce lasting change.

She stressed the importance of assisting disabled students to become their own advocates. When students need a special accommodation or special testing, her office encourages them to approach faculty members themselves and offers services only as a back-up support system.

Dr. Siller strongly reinforced this approach, stating that the single most potent thing professionals or disabled persons can do is to enhance coping capabilities. There is a point, however, when assertiveness may become hostility and cooperation declines.

It was evident from this workshop that although there is a new wave of sophistication on college campuses, there is a need to gather information from a number of settings regarding which interventions work and which do not.

Agencies' Roles in Providing Modifications and Accommodations in School and Workplace.

Presenters: Tony Candela, Vocational Rehabilitation Counselor, New York State Commission for the Blind and Visually Handicapped

Sandra Countee, District Manager, Office of Vocational Rehabilitation, White Plains, New York

Ms. Countee discussed the kinds of modifications the Office of Vocational Rehabilitation (OVR) might fund. She stressed two main facts: (1) even though the adaptive equipment or modification might make the individual more independent in terms of selfcare or daily living, the need must be linked to a vocational objective, and (2) the person must be accepted for services. There are also financial limitations as to what OVR can provide.

Regarding workplace accommodations, OVR works with employers to encourage an arrangement whereby the state and the employer share costs. Thus, tax dollars can be spread to the greatest number of clients. Mr. Candela offered the following as a formula for public and private sector collaborations: The agency would offset extra costs the company incurs that are related to the disability if the company pays the costs that they would normally incur for the employee, (e.g., equipment or training programs provided to nondisabled employees). In addition, the agency would advise the company about special financial benefits such as the Targeted Jobs Tax Credit Program. Mr. Candela pointed out that there may be differences in ways in which the budget of the NYS Commission for the Blind and Visually Handicapped is managed because it is a general service agency for the blind, as well as a vocational rehabilitation agency.

Several participants expressed concern that disabled students are treated differently than nondisabled in that they are required by OVR to have a stated vocational objective while a nondisabled student need not. The need to make an early vocational choice, which may have lifelong effects, was viewed by one participant as a serious inequity. With appropriate counseling, it was stated, a first year in college can be used to help a student identify some goals. Ms. Countee indicated that an OVR-sponsored student is permitted to change goals.

Another issue dealt with differences that may exist between OVR and the judgments of college counselors regarding approaches to reaching an educational and vocational goal. For example, a college may require that liberal arts courses be taken before accounting, while OVR may want the reverse. Early consultations and planning between college and OVR counselors was suggested as one way to reach a compromise and prevent operating at cross purposes.

A third issue dealt with the relationship between student benefits and "persistence." One persistent student was described as "getting everything he wants," while another, who functions superbly well with the Visual Tek and in the opinion of the counselor should have one in her house, has asked for four years and can't get one. A student's persistence may put the individual at odds with the agency and may also erode a student's energies. It was stated that this result is sometimes an unfortunate by-product of the human element involved in any system. An attempt to be humane by being broad and general and encouraging counselor flexibility may result in counselors being inconsistent. These behaviors are oftentimes corrected through supervision and/or a review process.

The discussion highlighted the need for continued persistence and self-advocacy. Although State agencies may be significant entities, they must be viewed in proper perspective. Other resources should be explored also. For example, student power was used at one CUNY college to obtain a Visual Tek machine from the student government, based on the argument that disabled students pay fees like everyone else.

Mr. Candela stated that in 1978 there was official federal recognition that not everyone can be a good self-advocate. Funds were allotted for Client Assistance Programs (CAP) designed to help clients advocate for themselves and to facilitate the process of obtaining equipment, modifications, accommodations or other support services. The purpose of the program is to mediate and resolve differences without going through fair hearing procedures. The CAP program is an effort to recognize some of the problems of a disabled student who is attempting to cope with the demands of a college program and the difficulties inherent in the disability at the same time.

Third Conference: March 25, 1983*

Theme: Developing a Work History

Introduction

The third conference in the series dealt with ways in which college students can obtain real work experience before leaving the college community. Many disabled college students lack the early teen-age work experiences that are characteristic of their nondisabled peers--experiences such as delivering newspapers, baby sitting, or being a cashier or movie theatre usher. Among the program models described were volunteerism, paid and unpaid internships, cooperative education, and a new concept in computer programming training.

Additionally, Paul Cornes, Senior Research Fellow, Rehabilitation Studies Unit, University of Edinburgh, Scotland and Dr. Joseph Stubbins, Professor Emeritus, California State University in Los Angeles, California presented "A Cross Cultural View of Vocational Rehabilitation Services in England" and Dr. Harry Levitt, Professor, Department of Speech and Hearing Sciences, Graduate School and University Center of the City University of New York, winner of the Johns Hopkins First National Search on Personal Computing to Aid the Handicapped, spoke at lunchtime on "Sensory Aids for the Hearing Impaired."

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*See appendix for program agenda

Opening Session

Moving Away from the Status Quo in Delivering Vocational Rehabilitation Services: A Cross Cultural View

Presenters: Paul Cornes, Senior Research Fellow, Rehabilitation Studies Unit, University of Edinburgh, Scotland

Joseph Stubbins, Ph.D., Professor Emeritus, California State University, Los Angeles, California

Through the courtesy of the World Rehabilitation Fund, International Exchange of Experts and Information, an added feature of our third conference was the presentation by Dr. Joseph Stubbins, who, with the assistance of Paul Cornes, had recently completed an investigation of government rehabilitation services in the United Kingdom. As a fellow of the International Exchange of Experts and Information in Rehabilitation sponsored by the World Rehabilitation Fund, Dr. Stubbins is eminently qualified to report on exemplary programs and practices. The following section summarizes the remarks of Stubbins and Cornes.

Summary

From a sociological perspective that the "Institution" is the cultural carrier of how rehabilitation services are delivered, one needs to look outside of the clinical model for ways of providing services to rehab clients. Community colleges are in a good position to follow new approaches in that many do not have the constraints and traditions of older institutions. Throughout the United States, there is a considerable amount of willingness to move away from the clinical model and to view disability as a social issue. The United States is unique in the extent to which individualized approaches to services are used. It is a myth to believe that one can do a complete appraisal of an individual, then study the labor market and match the traits of the individual with the needs of the labor market. Millions of dollars are being squandered as a result of following an individualized approach.

The prevalent attitude in Western Europe is that the disabled person suffers a natural disadvantage in the labor market, in that in a capitalist competitive system there isn't a rational reason for an employer to hire a disabled person. The almost unanimous attitude in western Europe is that it is costly to hire the handicapped. What they do, therefore, is to distribute handicapped persons equitably into the workforce through a quota system.

Dr. Stubbins attributed a rising consciousness and sensitivity to ecological and environmental approaches to rehabilitation services to advocacy by disabled persons themselves. Disabled people are forcing professionals to pay attention to alternate ways of enhancing the quality of life of disabled people.

Paul Cornes commented that there still is much to be achieved in the field of rehabilitation, including the development of services and expansion of the range of professional skills brought to those services. There also remains considerable scope for involving disabled consumers of rehabilitation services in the planning and delivering of services.

His visit to the United States reconfirmed his belief that all services, to some extent, are shaped by deep roots of social and cultural determinants regardless of the society from which one comes. For example, the German system is dependent on the social insurance system begun by Bismarck; in the United Kingdom many services are determined by the ideology of the welfare state. Recognition of the role of cultural determinants reinforces the importance of studying and examining other systems. By so doing, we are better able to learn from one another and enhance our own practices. Mr. Cornes has come to share Dr. Stubbins' conviction that the clinical approach has its limitations and that there is much to be done to reduce the comparative disadvantages of our disabled co-citizens by considering other methods. He sees the clinical and systems approaches as compatible, not opposites.

Before discussing United Kingdom approaches to the problem of getting disabled students into the job market, Mr. Cornes pointed out some differences between the U.K. and the U.S.:

- The U.K. has a very tiny proportion of each generation going into universities or other aspects of higher education. He illustrated this by saying that all the universities in the U.K. will take in less than 2/3 of the undergraduate population of the City University of N.Y.
- Services in the U.K. are provided on the basis of different assumptions about the nature of the labor market and the role of disabled people within that context. The assumption is that the majority of disabled citizens are capable of entering the education system or work force without any special assistance, other than an appropriate accommodation, such as for accessibility to a building or a communication aid. Some guidance or assistance would be provided for those who may not be able to make it on their own, or for the more severely disabled person. They also have a network of residential training colleges for those disabled persons whom they feel might not benefit as much from normal educational arrangements. Disabled persons are expected to use normal career advisory services. They have a Job Introduction Program comparable in many ways to some of our work experience programs.
- The government employment service pays the employer approximately $67 per week for 6 to 13 weeks to support the cost of induction and orientation to the job and although the employer is not committed to retain the person, about 70% of the people placed through the Job Introduction Scheme have been retained by the employer, making it one of the most successful approaches used. This, in Dr. Stubbins' language, is a systems approach. It's an attempt to intervene in the labor market in a way that doesn't have recourse to counseling or psychological approaches.

In another approach, a group of graduate engineers and computer scientists who are disabled have set up a cooperative structured residential and working environment aimed at developing their own consultant and advisory service.

Cooperative Education at LaGuardia

Presenters: Joan Heitner, Instructor and Co-op Coordinator

Paula Nesoff, Project Coordinator for Co-op and Students with Disabilities

Students with disabilities are mainstreamed into LaGuardia's Cooperative Education Program which combines work experience with skills and theories learned in the classroom. Co-op is a degree requirement for full-time students at LaGuardia. It includes three distinct three credit, 13 week internships. Before students are assigned to an internship, they are required to pass a certain number of courses. While on the internship, they attend a weekly seminar at the college to relate classroom concepts to their internship experience and to analyze the learning that is taking place.

Students with disabilities, like all LaGuardia students, select their internships from cooperating companies in the world of business and industry, as well as from cooperating non-profit and public agencies. Students with disabilities have been successfully placed in cooperative education internships at the following participating companies:

Beth Israel Medical Center:	Therapist Asstistant
Chemical Bank:	Computer Operator
Consolidated Edison:	Secretary
Exxon Corporation:	Materials Clerk
IBM Corp:	Computer Operator; Junior Programmer; Personnel Assistant
Pfizer Inc.:	Office Assistant
Time Inc.:	Accounts Payable Clerk

Assertiveness training skills are offered to all students and discussions are held on civil rights for people with disabilities.

Research conducted by LaGuardia showed the following:

- At least 75% of LaGuardia graduates indicate that the co-op program helped them to explore careers, gain experience in their career areas and clarify their work values;
- 76% of LaGuardia graduates are working at jobs related to their major;
- LaGuardia graduates have consistently earned higher salaries than graduates of other community colleges in the Middle Atlantic region;
- The salaries of LaGuardia graduates are rising faster than the salaries of four year college graduates; and
- LaGuardia graduates who begin working upon graduation have experienced over a 10% increase in their salaries each year.

Model Independent Living Project: A Work/Experience Program

Presenter: Jessica Swirsky, Project Coordinator, Human Resources Center, Albertson, Long Island

The Research and Training Institute, a division of the Human Resources Center, conducts research and offers extensive training on the career development process for children and adults with severe disabilities. The Institute received a grant from the Office of Special Education and Rehabilitation Services to conduct a model independent living project for severely disabled youth age 16 to 21 to help them in the transition from secondary education to other pursuits. The program focuses on four areas: domestic, educational, vocational, and community participation. The purpose of the program is to coordinate independent services and activities that exist for severely disabled youth in Federal Regions 1 and 2 which include New York, New England, New Jersey, Puerto Rico, and the Virgin Islands.

Although a major goal is to coordinate services of other service providers, the program is permitted to provide direct services in selected areas where needs exist, and does provide direct services through a residential and summer work experience program.

The summer work experience program serves students with severe physical disabilities from the Human Resources Center by placing them in jobs created at the Center. Students are assigned such jobs as accounting clerk, research assistant, public relations assistant, cafeteria worker, maintenance assistant and rehabilitation services assistant for which they are paid the minimum wage.

During the summer of 1983, students worked two days per week and were part of a summer school program two days a week. On the fifth day, they participated in work-related field trips. Students also attend a weekly counseling session and fill out daily logs which aid in the process of monitoring progress and problems. Prior to their summer placement, students attended weekly preparatory sessions dealing with such topics as affirmative action, goal setting, vocational needs and job modifications. Students are followed up for several months after the summer to evaluate the impact of the internship experience.

Work Experience/Internship Program at Queens College

Presenter: Amy Schechter, Assistant Director, Special Services, Queens College, New York

The work experience program at Queens College provides students with on-the-job training while they receive a stipend to support any costs, such as food or transportation. Students are placed at various sites compatible with their major. Placements have been made at CBS, Channel 13, Long Island Jewish Medical Center, United Cerebral Palsy, Assemblyman Alan Hevesi's office and in an Assembly Intern Program in Albany for which students receive college credit in addition to a stipend.

The program is 100% individualized in accordance with the student's strengths and interests. Internships can vary from a few hours per week to three full days and from one semester to four years.

Ms. Schechter sees these work experiences as valuable not only as preparation for job responsibilities, but for the opportunity it offers students to discover aspects of a career or job that they do not like, at an early enough time in their college career to make changes more easily. For many disabled students, the internships are their first significant experience with professionals and the world of work. Placements can later be used as contacts for future employment and have in fact resulted in permanent employment for a number of students .

Lift, Inc.

Presenters: Donna Walters, Kosberg N.Y. Area Director
Robert O'Byrne, Lift trainee

Lift Inc. is a not-for-profit corporation founded in 1975 to provide vocational rehabilitation for physically disabled persons. The company identifies, trains and hires physically disabled employees under contract to major corporations who eventually hire the programmers directly. The contract provides employers a trial period for performance appraisal, on the job training, and exposure to the management of disabled programmers at remote sites, all under the supervision and responsibility of Lift.

There are four stages in the operation of the Lift program:

- Selection and matching of candidates with corporate clients;
- Training of candidates;
- Employment of programmers by Lift under contracts with corporate clients; and
- Employment of programmers by corporate clients.

Lift works closely with rehabilitation organizations to identify promising candidates for the program. Selection criteria are superior intelligence and high motivation. A candidate is interviewed in depth and given aptitude tests as an aid in predicting probable success in the program.

Lift's training program consists of a six month self-administered audio visual course in the home which is usually modified and tailored to meet the specific requirements of the company for whom the trainee will work. A remote computer terminal is supplied by Lift and is connected to the computer center of the prospective corporate client. A tutor visits the trainee and is available by phone for questions, testing, counseling and advice. Three formal appraisals are conducted to assess the employee's understanding of the course material and performance on practice problems.

Upon completion of the course, the candidate is hired by Lift at an hourly rate competitive with that of the average non-disabled entry level programmer in the area. The employee is expected to commute to the office as often as possible using a van, car with hand controls or an attendant, if required. When this is impractical, the employee works in his/her home with a remote computer terminal. Employees are given assignments, supervised and appraised as if they were direct employees of the company, even though they are contract programmers employed by Lift.

After a minimum of one year under contract employment, the corporation is urged to employ the programmer directly. Results have indicated that employers find that their disabled employees are as productive as any others and often are very dependable and highly motivated.

Just One Break - Volunteer Program

Presenter: Bess Maiman, Director of Research

The volunteer placement program at Just One Break (J.O.B.) is viewed as a "door opener" to competitive employment. It provides an employer with some idea of the kind of work that disabled persons can do, as well as an indication of their reliability. The program runs in conjunction with vocational counseling. The volunteer commitment is for three months with a minimum of three days a week and is the final step prior to placement in competitive employment. It is targeted towards the person who has a high probability of success in a work environment. J.O.B. believes that if someone cannot be made ready to work within that three month period, then the person should be in another kind of environment, such as a day program, or a training program, and then return for a volunteer placement experience. Other advantages of the volunteer experience are: getting feedback in a competitive environment and securing a reference.

Career Directions - Internship Program

Presenter: Diane Murray, Coordinator/Counselor, Special Educational Services Program, Long Island University, Brooklyn, New York.

Ms. Murray described the special educational services program at Long Island University which is designed to enhance the academic and vocational awareness of disabled students. The Career Directions component of the program deals predominantly with freshmen and sophomore disabled students, while another component, transitional services, serves junior, senior and graduate students.

The Career Directions component provides orientation to the college and begins with resume and internship development. The internships are voluntary and unpaid, except for the cost of transportation. There are three types of Career Directions experiences:

- Information interviewing a person engaged in the particular job the student is pursuing by phone with a series of prepared questions.
- Participating in a short term internship, for as little as six weeks. A student may have two or three different experiences in the course of a semester.
- Participating in a full semester or year round internship, usually in a social work or human services setting.

Students are prepared for the internship experience through individual and group counseling, using a variety of stimulus activities such as: the Major-Minor Finder (a self-administered instrument that informs the student of jobs related to particular majors, the job outlook, average salaries and skills and attitudes usually required for college and job success), motivational films or tapes, and a Career Directions Newsletter which is compiled by and disseminated to students.

Students need to have "try-out experiences" early in their college life to help prevent the dilemma seniors sometimes find themselves in of still not being informed about the field they have chosen.

Internship opportunities and career information are disseminated through the newsletter. Upon completion of an internship, the experience is debriefed via videotaped interviews with the student. This is done at group sessions so that peers, as well as the student, benefit from the experience. All videotapes are signed so that deaf students may share the experience.

Internships are arranged around the student's academic schedule, with most companies providing flexible hours. Some students work weekends. A minimum of three hours a week is required, with the minimum applying only to students who are homebound and may tire easily. Field visits are made to observe the intern on the job.

Benefits that accrue to students from internship experiences are: the opportunity to show some work experience on their resumes, even if minimal, and the ability to demonstrate that they understand business' requirements of punctuality, reliability and appropriate dress. In some cases, a student may receive college credit for an internship experience.

Vocational Services Program of the Suffolk Association for the Learning Disabled.

Presenters: Don Policella, Vocational Evaluator
Marilyn Roshke, Placement Director

This program, which started as a demonstration, assessment, evaluation, placement, and follow-up project, now operates as a private non-profit component of the Suffolk Association for Children with Learning Disabilities. Development of a work history is part of the larger comprehensive program that relies heavily on specific work recommendations made as a result of the assessment and evaluation process.

Mr. Policella feels that emotional problems due primarily to stigmatization from a school system in which the student is judged for 14 or 15 years in terms of the learning disability are the major barriers to accessing jobs or college. To deal with the emotional barriers to jobs or college, learning disabled persons often have developed elaborate defense mechanisms including withdrawal and other superficial compensation techniques. Not unlike any other population, learning disabled clients frequently have either no work history whatsoever, or a succession of very short term failure experiences. Even among those in college who are doing well academically, there is often a lack of knowledge of what they are going to do, how they will be able to apply their degree, or what it's like to be a worker in a particular field. For these reasons, it is essential to provide the individual with several work experiences as supplements to the academic program before entering the job market.

The educational, vocational and neurological assessment battery used by the Suffolk Association for the Learning Disabled to measure the relevant vocational or educational factors for this population was developed with the assistance of Dr. Lawrence McCarin, Director of Research and Training at Texas Technological University. It is available to other professionals. Mr. Policella stressed that defining a person's functioning operationally and using that information is more useful than diagnostic labels such as neurological impairment or minimal brain dysfunction.

An Industry Perspective on Internships.

Presenter: Judith Umlas, Manager of Station Services, WCBS - TV

Some of the larger departments at WCBS - TV are: the news department, production department, editorial department, public relations department, finance department, sales department, community affairs department, program department, and station services which deals with license renewals and FCC matters.

As an outgrowth of the large number of requests from students to be permitted to "sit in" at the news or production departments and recognizing that students were unaware of the many other departments that keep a TV station functioning, Ms. Umlas developed a formal internship program at WCBS - TV about 10 years ago. The program became so successful that there are now between 35 and 40 students placed at the station almost every semester. Four years ago, at the request of Dr. Hourihan of Columbia University, the program was made available to handicapped students. One of the first students was in a wheelchair; another was blind. Ms. Umlas views her experiences as a productive opportunity to learn what it is like to work with disabled persons and see what they can do. She learned that the blind student could use a Braille typewriter, do research over the telephone and make notes. It was very exciting, she reports, to see a student become part of the everyday operation. Although the station never promises that jobs will result from an internship, an informal survey taken not too long ago revealed that 30 of approximately 250 people working at the station were former interns. It's an opportunity for highly qualified people to get their foot in the door and to make an impression on people around them in a professional way.

The internship program at WCBS - TV requires a commitment of three days a week and college credit must be awarded. Students are required to keep logs.

There is an orientation at the beginning of the semester including a tour of the station and a mid-semester review to assure that the internship is providing an educational experience. A term paper dealing with the internship experience is required. This is usually done in cooperation with the school. Each student has a personal supervisor while at the station who evaluates the student. The internships are available only while a student is attending college.

In response to a question regarding the benefits of the program for CBS, Ms. Umlas detailed several positive outcomes which may encourage other industries to start a similar program. Among them are:

- Psychological benefits. A student's excitement is transmitted to a staff that may be "jaded" after many years in the business;
- As a source of fresh ideas;
- As a resource for various educational programs the station runs; and
- To keep staff on their toes due to the need to keep explaining the how and why of procedures at the station.

Ms. Umlas asked that counselors work with her to design job modifications and accommodations for a potential disabled student intern and invited interested participants to contact her if they would like assistance with setting up a program.

Career Development Program for Disabled College Students

Presenter: John J. Sarno, Office of Specialized Services, Ramapo College, Mahwah, N.J.

Mr. Sarno began by offering an overall view of several issues that impact upon the career development and employment potential of disabled college students. Some of these are:

- Lack of financial resources;
- Lack of work experience;
- Inadequate benefits for disabled people;
- Scarcity of role models among disabled students;
- Limitations of the service delivery system;
- Societal attitudes;
- Attitudes of the disabled people themselves;
- Employment discrimination;
- A shrinking economy; and
- Independent living issues such as housing, transportation and accessibility to recreational, cultural and leisure programs in a community.

Ramapo College, a state college built 10 years ago, is architecturally barrier free. The Office of Specialized Services is funded under TRIO legislation and works with approximately 70 students with various disabilities. The services provided by the office include: academic and career counseling, adaptive physical education, limited transportation via an accessible van donated by Rotary Clubs, and educational adaptation assistance. There is a strong orientation towards advocacy and students are encouraged to attend community seminars on assertiveness training, legislation issues and leadership skills. Transportation to these services is provided as well as for mental health, occupational or physical therapy. Readers, writers, notetakers, a Kurtzweill reading machine and other assistive devices for blind and visually impaired students are also provided.

An internship program is separately funded. Placements reflect all the academic programs of a four year liberal arts college, e.g., computer science, accounting, marketing, management and other business/administrative related majors, communications, and social and physical sciences. The program provides funds for salaries and transportation stipends.

Career development workshops are designed to maximize integration between the educational experience, career options, and independent living choices, such as where to live and family and peer interactions.

Career development workshops deal with interests, skills, values and expectations. Students engage in occupational research to identify occupations and gain understanding of the relationship between an occupation and one's life in general. They learn how to obtain information and become familiar with human resources including faculty and other college staff for information interviewing, ideas, and possible job leads. Alumni are invited back to speak about their career experiences and to act as role models. Alumni also provide "shadowing" experiences at their work location so students can get a sense of types of communication among co-workers and relationships with supervisors.

Mr. Sarno encouraged the development of personal contacts with OVR and Commission for the Blind offices and the participantion of counselors in meetings of such groups as the Mayor's Office for the Handicapped and the Chamber of Commerce, and if unable to attend, to send a student representative.

From a survey of 180 employers Mr. Sarno distributed a listing of ten potential benefits to the business community from hiring or providing internships for disabled college students. They are as follows:

- To enhance recruitment efforts;
- To meet affirmative action guidelines;
- To establish a productive relationship with a nationally recognized program;
- To establish a working relationship with a state or city institution of higher education;
- To provide new solutions to old problems;
- To allow for more flexibility when developing special and new programs;
- To provide an excellent avenue for positive public relations;
- To give management an opportunity to hone their supervisory skills;
- To create a potential labor pool; and
- To utilize a creative, productive source of energy and ideas.

Mr. Sarno stated that in the current political and economic climate, approaches such as citing sections 503 and 504 of the Rehabilitation Act of 1973 and tax credits are not as effective as they were formerly. It is more useful to communicate to employers ways that hiring or providing internships are mutually beneficial.

Sensory Aids for the Hearing Impaired

Speaker: Harry Levitt, Professor, Department of Speech and Hearing Sciences, Graduate School and University Center of the City University of New York.

Dr. Harry Levitt, inventor of a pocket size computer device that enables deaf people to communicate over the telephone, discussed the history and development of sensory aids for the hearing impaired community. The following is a summary of Professor Levitt's presentation.

Summary

Mass production of components for the telephone industry and heavy emphasis on research dealing with the production and perception of speech followed the invention of the telephone in 1876 by Alexander Graham Bell and of acoustic recording (i.e., the phonograph) by Thomas Edison. Many devices not initially intended for the hearing impaired, but which did in fact help them, were produced, as, for example, the artificial larynx and the transducer with which one could feel sound. This device was used in teaching speech to deaf children during the 30's.

Many tactile devices being developed today had their roots in these early telephone aids. A host of schools for the deaf and many research labs dealing with the hearing impaired developed special tests, materials and ways of processing speech when the magnetic tape recorder was developed. Video recording, developed in the last 20 years, is a particularly powerful tool at schools for the deaf because it can be used to convey information or concepts visually to children. It is also used widely in training clinical personnel. Invention of the acoustic coupler by a deaf physicist in 1964 made it possible to couple a teletypewriter to the existing telephone network. This device made it possible to transmit messages to anybody who had a similar device and a telephone, and thus enabled deaf people to communicate over the telephone. This invention revolutionized the whole idea of sending messages over the telephone in a cost effective way.

Another turning point evolved with the widespread use of computers, resulting in relatively inexpensive mass produced devices like keyboards and modulation and demodulation systems used for sending messages from one computer to the next. These components can be used in telecommunications devices for the deaf and, because of mass production primarily for the computer industry, the cost has been significantly lowered.

In summary, Dr. Levitt indicated that the key factors that influenced the development of devices were: the need, the technical or technological capability, and the problem of economics. He then discussed some of the thrusts of current research. Automatic recognition of the acoustic vibrations that produce speech by machine and transfer of it into a visual display system so people can read what's being said is one of the projects in which Dr. Levitt is currently engaged. His research is sponsored by the National Institutes of Health. Although exceptionally difficult technologically, Dr. Levitt reports that progress is being made.

Another area of current research deals with improving the quality of speech received by somebody who is not deaf, but severely hard of hearing, i.e. sufficiently poor so as to interfere with the ability to understand speech. There are 14 million people in this category, a very large population. Until now the hearing aid has been the most commonly used sensory aid. Currently, research efforts are being directed at ways to reduce the effects of background noise and the effects of reverberation, which for a hearing impaired person makes speech very hard to understand. With modern signal processing techniques, which are the kinds of things computers do, there is hope that in the not too distant future there will be noise reducing hearing aids, which would be a tremendous boon.

A new development--at this point a very controversial one--is the idea of stimulating the auditory nerve directly. There are devices called "cochlea implants" that essentially stimulate the auditory nerve directly with electrical current. These may be categorized as the single channel cochlea implant, which has the danger of damaging whatever low frequency residual hearing may be left in the cochlea; the multi-channel implant, which is still very experimental; and the cochlea explant in which an electrode is placed external to the cochlea, thus avoiding the danger described above, while still providing the sensation of sound. Furthermore, the cochlea explant is an entirely reversible operation--the electrode can be removed without any long term damage.

Dr. Levitt concluded his presentation by showing a series of slides that illustrated tactile aids, visual displays of speech, and other computer controlled devices used to teach deaf children to control their voice pitch.

Fourth Conference: May 13, 1983*

Theme: Job Development and Job Placement

Introduction

Notwithstanding current job market conditions, the opportunities for successfully placing students can be significantly enhanced when all of the "players"--placement specialists, coordinators of special service programs, vocational and academic staff and the student--develop a "game" plan that is sequential in nature, carefully coordinated and systematically assessed. The first three conferences were aimed at analyzing the significant factors that lead to employment--vocational assessment, monitoring academic progress, modifying the learning environment, and promoting pre-employment work experience, while the fourth and final conference focused on moving disabled students directly into employment.

The final conference presented both a conceptual/theoretical overview of the job development and placement process and a variety of practitioner-oriented approaches to placement. Industry representatives sat in on several of the presentations and added their comments and reactions, bringing into focus ways in which college placement efforts impact on the business community.

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*See appendix for program agenda

Opening Session

State of the Art in Job Development and Job Placement

Presenter: Dr. Gerard Guarniero, National Consultant on Employment,
American Foundation for the Blind, New York, N.Y.

Dr. Guarniero presented four job placement models that have been used by rehabilitation agencies, including those specializing in serving blind and visually impaired persons.

The first model, client centered placement, aims at teaching the client job seeking skills within an environment of unconditional positive regard. To utilize this model successfully, the client should have already decided upon a realistic vocational goal.

The counselor is viewed as the client's therapist and should be optimistic about the client's chances of obtaining employment in the selected area.

A placement counselor using this model should be prepared to do the following:

- Assess the individual's job-related skills, readiness and willingness to conduct a job search, since the client is perceived by the counselor to have responsibility for this task.
- Conduct some job analysis when the search is near completion in order to help the client decide which job is most appropriate.
- Teach job-seeking skills--how to look for work, where to look for work, how to interview--and acculturate the client to the working world.
- Provide follow-up and support services.

This model has three potentially positive outcomes:

- There is a job which the client has found;
- The client has become more self-actualizing; and
- The client knows how to conduct a job search.

Possible negative outcomes are:

- The client, although inexperienced in job hunting, must be his or her own job developer and is responsible for changing employer attitudes as well as providing information about accommodations at the work site; and
- It may be used as a way for placement people to abdicate their client responsibilities.

The second model, the Job Club, focuses on the client using job seeking skills within a group counseling environment. Advantages of this model include:

- The client looks for work on a regular, full-time basis; and
- It promotes the sharing of experiences and job leads;
- It encourages family involvement in the employment process with the family becoming part of the support system.

Some disadvantages are:

- As with the client-centered model, the job club requires clients to be their own job developer and salesperson; first, breaking down doors and then changing attitudes;
- It encourages clients to take whatever job they can get, even though it results in underemployment and/or is inappropriate; and
- Because of the structure of the job club environment, there's usually not enough time for the counselor to attend fully to the problems of each client.

In the third model, selective placement, the counselor acts as a salesperson, selling the abilities of the client to an employer and assisting the employer in matching the abilities of the client to job requirements. It is the counselor who is responsible for changing the employer's attitude toward disability when needed, and for ensuring that a negative employment decision is not based on the perceived problems related to the disability. One of the strengths of this model is the focus on the professional helping the employer to see that problems can be manageable and removing the burden from the client. A major disadvantage is that the client is much less involved in the placement process and assumes a relatively passive role. According to Dr. Guarniero, this model tends to be the least useful for placing college graduates or persons with technical training.

In the fourth model, known as the Michigan Model or the Employer Account System, the initial focus is on the agency developing a relationship with an employer without any attempt to sell a specific client. Utilizing this model leads to the simultaneous creation of a job bank (positions which are open) and a client bank (list of skilled clients). To be successful, this model requires a long-term commitment on the part of the agency, commitment of staff time and resources, and provision of sufficient lead time.

This model requires placement representatives to function much like corporate personnel--entertaining prospective employers and promoting sales--tasks that rehabilitation people may not be accustomed to doing. The fact that placement is not the immediate focus is seen as a negative by some rehabilitation professionals.

Dr. Guarniero believes that the Modified Employer Account System used at the American Foundation for the Blind, combining features of other models, leads to the most success over the long run.

In this model, a representative of the agency attempts to establish a long-term ongoing relationship with an array of employers. These relationships are used to open doors for individual clients who use interviewing techniques and other job-seeking skills that were previously developed. The counselor is available to assist the employer in conducting a job analysis, make an appropriate match, and promote attitudinal change.

To implement an Employer Account System, it is necessary to identify a company representative, usually somebody in Equal Employment

Opportunity/Affirmative Action, Human Resources, or College Relations, who will become the organizational contact. That person becomes the internal marketing representative who can provide access to high-level management from whom the agency is seeking a mandate to support the hiring of disabled persons. The agency job developer then works with the human resources manager so that disabled candidates are routinely screened for specific jobs.

New Directions for Job Placement Research and Practice in the Rehabilitation Process.

Presenter: Dr. David Vandergoot, Research Coordinator
Human Resources Center, Albertson, Long Island, New York

Dr. Vandergoot identified the following major problems people with disabilities encounter in the labor market.

- Greater unemployment than the general population;
- Greater underemployment;
- Inadequate career development over the course of their lives;
- Educational deficits;
- Greater incidence of opting to drop out of the labor market entirely; and
- Unjust discrimination or prejudice in the labor market.

He defined rehabilitation as a process within a system, and placement as an event that occurs in the rehabilitation process when the client decides to accept a job. All system components and events should be related to a placement outcome--the ultimate goal of the process.

There are four major components to the rehabilitation system: clients, employers, labor market and government. Particularly important for promoting placement are external linkages with employers that should be made from the beginning of the rehabilitation process, not just at the time of placement. It is critical that rehabilitation professionals know how the labor market functions, including a thorough knowledge of legislation affecting affirmative action and tax incentives for business.

Dr. Vandergoot defines a labor market as an exchange of information that's governed by rules or principles that lead to decision-making events. It is on the supply side of the labor market that rehabilitation professionals can exert some influence--providing training opportunities for employment. Because the demand side of the labor market is controlled by employers, rehabilitation people can exert very little control over job openings and the job offers made to clients.

Job applicants will remain in the labor market until certain decisions are made: an employer's decision to offer a job to an applicant, and the clients' decision to accept the job offer. When clients are not offered a job, they may become discouraged and make a decision to drop out of the work force entirely.

Rehabilitation professionals play an important role in the decision-making process. Their impact on employer and/or client decisions is in direct proportion to the amount of information they can broker between the decision makers. A person's work readiness can only be judged in the context of real jobs. This implies knowledge of the duties and requirements of specific kinds of jobs and the flow of progression from one placement through an entire career. The more accurate the information that rehabilitation people can contribute to the decision-making process, the lower the costs will be for employers and clients. Fulfilling this role as an information broker and mediator between clients and employer will lead to more and better quality placements.

Dr. Vandergoot sees the ideal model as one in which a single individual provides services to both employers and clients from beginning to end.

Program Models

Projects With Industry Placement Program for College Graduates and the Technically Trained at I.C.D.

Presenter: Sue Gorbunoff, Group Vocational Counselor

The Job Placement Program of the International Center for the Disabled (I.C.D.) offers a four-day job seeking skills seminar including self assessment exercises, interview skills analysis and training, information on resume writing and job sources, an exploration of work attitudes, videotaping of mock interviews, and job development and placement.

I.C.D. uses their contacts with business and industry in the New York metropolitan area for both exploratory interviews and consideration for openings that are compatible with clients' skills, training and experience.

Based on an acknowledgement that general attitudes toward disability are negative, the disabled client is alerted to employer concerns about limitations. The program believes a client's ability to be open and forthright with an employer may well allay uncertainties about the client's ability to perform on the job. A misconception exists regarding an employer's right to ask about a disability. Ms. Gorbunoff stated that an employer is permitted to ask about anything that might affect performance of job duties.

The program provides supportive services following placement to assure a smooth transition to the work world and draws the following assumptions from a successful placement:

- That the person was well prepared for the job;
- That the job was appropriate; and
- That co-workers were able to integrate the person into their work environment.

All participants concurred that the use of videotape is a dramatic and effective training tool. However, it should not be viewed as a panacea for changing client attitudes in four days.

Project Job Site for Visually Impaired People. Program at the Vera Institute of Justice.

Presenters: Barbara Fried, Director of Participant Services

Steve Mendelsohn, Project Director

Project Job Site is a supported work/transitional program of the Vera Institute which is intended to enhance employment opportunities available to blind and visually impaired persons. Program approaches, which the presenters viewed as "pragmatic", come from a recognition of some of the more common barriers to employment faced by blind and visually impaired individuals.

Clients are placed for approximately three to six months in a subsidized placement. This experience offers the client several opportunities to gain work experience, develop a sense of what it means to be in the world of work, develop skills, engage in meaningful career planning, obtain references and recommendations, and possibly permanent placement.

From the employer's point of view, a supported work experience offers the opportunity to train, observe and evaluate a worker at a reduced cost and to see if the person warrants a long term commitment. The employer also receives supportive services such as job analysis services to determine which job can be effectively performed by a blind or visually impaired person, and orientation of line supervisors in working with a visually disabled person.

Project staff visit work sites to ascertain if placement goals are being met, identify job-related technology that would assist the person in performing the job, determine the likelihood of long-term placements, and determine what lessons could be learned from the placement.

The program also provides clients with job seeking skills, including resume preparation, use of the telephone, and interviewing techniques, to enable clients to do job searches in the event that the subsidized employer does not offer them a job.

In discussing issues of preparedness of people coming out of college, participants were in general agreement that many students need to increase their repertoire of skills, especially those related to interpersonal relations. Issues that impact upon the employability and career development of disabled individuals were identified as:

- Low expectations;
- Being pushed into narrow majors because of a sense that this is what disabled people can do, or what the labor market would accept, not because of individualized assessment of whom they were or what they were capable of doing; and
- Lack of instruction about labor market facts: what jobs are available, how one finds out about them, salary scale, what the mobility prospects are in terms of career ladders, what one is worth in terms of education and experience, how many are competing and how one compares with nondisabled peers.

Job Placement Service of the New York League for the Hard of Hearing

Presenters: Harriet Burk Goodwin, Rehabilitation Counselor
Joan Sheppard, Rehabilitation Counselor

The New York League for the Hard of Hearing provides a broad range of services to people from infancy through adulthood, including audiological testing, speech therapy, social work and vocational counseling. In job development and job placement, the agency serves people age 16 through the 70's ranging from those having mild hearing impairments to those with profound hearing deficits; from those who were born deaf to those who lost their hearing at later ages. Placement services are very individualized because of the nature of the population served in which educational backgrounds may range from high school dropouts through those with a master's degree.

Because of the importance of identifying appropriate models of communication at the outset--a first step in developing client rapport--the agency assesses the client's ability to speech read and use sign language.

Workshops are held for high school juniors and seniors seeking college admission. The job placement process begins when the student is finished with college and may start at any given point depending on the client's needs. Job hunting skills, including how to dress, develop a resume, and fill out applications, are taught.

Hearing impaired persons often rehearse for the interview through role playing on videotape and thus become more adept at providing the employer with a positive view of their assets.

Because hearing impairment, especially pre-lingual hearing impairment, i.e., before age three, oftentimes results in a language deficiency or delayed development of language, it's very important to review written work, such as the cover letter.

The hearing impaired person needs to be able to educate the employer about what a hearing loss is like and what a hearing impaired person can and cannot do. For example, one might say: "Yes, I have a hearing loss, but I can do all these other things. Though I can't use a telephone, because I can't lipread a telephone, you can see that in a one-to-one situation I communicate very well."

Counselors need to have a heightened awareness of the physical environment in which they meet with the client. A person with a hearing loss who uses a hearing aid hears not only a voice amplified, but other noises as well, e.g., a fan rattling paper, or an air conditioner. Assertiveness training is recommended so that a hearing impaired person, who is able to lipread an interviewer whose face may be in shadow, will be assertive enough to say, "I'm sorry, would you close the blinds, or can they be rearranged?"

Ms. Goodwin and Ms. Sheppard advise clients to look at the labor market when making career choices, rather than only at what they would like to do. They have found that where there is a need for skilled people, and the agency has a well trained deaf person, employers are receptive.

Job placement models such as the job hunt club, which relies largely on telephone communication, are not appropriate for hearing impaired persons.

Job Services Division, New York State Department of Labor

Presenters: Sandra McCoy, Acting Manager of Harlem Placement Center
Sidney Schwartz, New York State Department of Labor

In discussing her experiences with group job finding programs, Ms. McCoy described an experiment in which a random sample of people looking for a job on their own were compared to those in a control group (job club). The results revealed that those in the club did far better in finding a job, seemingly because of the motivation elicited from the group support.

The emphasis of the job club is on selling one's self to an employer, based on a belief that employers often hire individuals for their social or interpersonal competencies rather than for work-related skills. A benefit of the job hunt club is that it provides a place to report to daily and equipment needed in the job hunt, such as telephones and typewriters. As in other conference workshops, the importance of teaching such skills as how to write a resume, handle a job interview, read want ads, and research a company was reiterated.

Mr. Schwartz viewed a placement counselor's services from the perspective of becoming a business partner with the employer and looking at placement from the employer's point of view. As a supplier of manpower services, it is the counselor's function to convince the employer that the client will be a tangible asset who will provide a profitable return on the dollar investment. Therefore, it is essential that the client be capable, regardless of whether or not he or she is disabled.

Career Development and Placement Program at Dutchess Community College, New York

Presenter: Andrew Sillin, Director of the Career Development, Placement and Transfer Center

The philosophy undergirding the Dutchess Community College Career Development and Placement program focuses on helping the person to become self-reliant by giving each individual the needed tools and support. The program stresses self-assessment, capitalizing on one's assets, and turning one's liabilities into strengths.

A personal relationship with a blind student when in college alerted Mr. Sillin to commonalities between nondisabled and disabled students, e.g., the self doubt regarding their ability to succeed in college and after graduation.

Good relationships with faculty and the New York State Department of Labor are the keys to successful career planning and job placement activities at Dutchess Community College. Students and alumni are provided with part-time jobs, in addition to regular graduate placements. The approach with each student is individualized but group workshops and classroom presentations are offered throughout the semester as well. They try to give the students skills to market themselves and collaborate closely with their Office of Special Services for Disabled Students.

Handicapped Employment Job Bank, Office on the Handicapped, Bergen County, N.J.

Presenter: Ann Caldwell, Job Bank Manager

The Handicapped Employment Job Bank originated during the 1981 International Year for Disabled Persons when a group of agencies serving more than 15,000 disabled clients in Bergen County decided to pool their resources (with funding from the Community Development Office). The Bergen County Partnership Committee, consisting of private business representatives and various vocational counselors, recognized the need for a single resource for job ready disabled individuals and employers seeking to hire from this population.

Cooperation among agencies based on trust rather than competition is encouraged. Sometimes the rehabilitation system which requires agencies to provide statistics in order to receive funding, may operate as a disincentive for cooperation.

An individual using the service is interviewed and matched with the skills and qualifications an employer has requested. An employer is told the nature of the disability of the client at the outset and an interview is arranged if both are in agreement. Employers are grateful when placement doesn't waste their time sending inappropriate referrals.

Difficulties identified by Ms. Caldwell were: staffing, maintaining up-to-date data about clients and employers, and inability to fill an order after having spent time cultivating an employer. The client bank contains very few college graduates, but every disability is represented. Because of the small number of college graduates, the competition, and possibly the economics of the times, it is difficult to fill higher level corporate positions.

Ms. Susan Law, a personnel representative of Bozell and Jacobs, an advertising agency, advised the group that position openings are frequently filled rapidly and, therefore, expediency in making referrals is essential. She also recommended that if a client is extremely well qualified, the counselor or client should request an exploratory interview, which many major organizations use to recruit employees, even if there is no particular opening in the company at the particular time.

Job Hunt Clubs and Self Help Groups at the Office of Vocational Rehabilitation, Queens and Long Island

Presenters: Howard Fallik, Rehabilitation Counselor

Dania Smith, Rehabilitation Counselor

Ms. Smith and Mr. Fallik conduct job seeking skills groups and job hunt clubs. These group activities aim to help clients learn how to seek their own jobs and provide them with skills which can be used repeatedly during their lifetime.

To enhance recruitment efforts when forming a group the following suggestions were offered:

- Keep clients informed. They are the best referral source. Let them know the group is available, the purpose of the activity, when it will take place and what the content will be. The greater the knowledge given to clients about the group, the more likely they will be to refer appropriate people, i.e., those who are job ready.
- Try to form as homogeneous a group as possible.

Some problems one may encounter when forming a group are:

- uninformed or uninterested counselors;
- clients who are not job ready;
- clients who are not emotionally stable; and
- clients who have different needs, e.g., only need resume help.

To achieve the ideal group size of six to eight participants, it was suggested that counselors invite double the desired number to allow for both absenteeism and dropouts.

In terms of scheduling, six to eight weeks was found to be more effective than intensive one week schedules, and three hour sessions, e.g. 9:30-12:30, usually provided sufficient time. Interest declined when meetings ran too long. An exception to this time schedule was made for videotaping and playing back interviews. For this activity, more time is needed to stop the tape and make comments, a somewhat time consuming but extremely useful procedure. It is best to work with two counselors to a group as it affords the client an opportunity to observe two interviewing styles and to obtain more individual attention during resume and cover letter writing exercises. Furthermore, a second person can act as an objective observer, operate the video equipment, and be there in case the other person is unavailable.

Videotaping mock interviews is seen as an extremely powerful tool in a job search group. For many, it's an anxiety provoking experience, similar to a real-life job interview.

It is important that clients understand why interviewers ask the questions they do, such as "what can you bring to our company," or "tell me about yourself." It was recommended by an industry participant that counselors walk their clients through these questions. The purpose of these questions is to see how well the interviewees can present their skills, how these skills fit the requirements of the position and the extent to which they know the company.

Career Development and Placement Services at Kingsborough Community College

Presenters: Oliver Klapper, Director of Career and Placement Services
Alfredo Torres, Director of Special Services

The special services program at Kingsborough Community College deals with 180-200 students with varying disabilities (including a large population of learning disabled students) who have been mainstreamed. The program picks up students when they enter the college and works with them until they graduate to insure their academic success. The thrust of the program is mainstreaming or normalization of the career counseling and placement process using existing services as opposed to the development of a non-mainstreamed separate service. There is also long term follow up of disabled students.

The program offers a career development course that includes administration and interpretation by a counselor of a vocational interest inventory, researching occupations, role playing interviews, speakers and visits to employer sites. Expressions of feelings concerning attitudes towards family, co-workers, and employers and the effects of their disability on their vocational choice are encouraged during group discussions. These activities facilitate self awareness and greater knowledge of resources and have been found to result in the student being more likely to continue investigation into careers. A primary goal of the program is to prepare handicapped students for jobs and careers. In February 1983 the computer assisted Discover II Career Information and Guidance System was purchased and incorporated into the career decision making program.

A Career Information Day which focuses on providing information to students, rather than jobs, has been found very effective, possibly because of the non-threatening environment. More than 40 industries participated recently in this activity resulting in contacts by more than 500 students.

SESSIONS WITH INDUSTRY

First Conference: February 27, 1984

During the afternoon session, representatives from the banking and insurance industries provided information to conference participants about the types of jobs that exist within their corporation, entry level requirements, testing and selection procedures and factors that may facilitate the employment of a disabled person.

All industry representatives stressed that the employment situation is very bad at the present time, for non-disabled as well as disabled individuals. Some factors contributing to the gloomy outlook are:

- reduced turnover, e.g., people not quitting jobs as readily as in the past;
- automation, which has reduced many clerical type jobs;
- reductions in staff;
- reduced recruiting activities, as companies already have a large backlog of resumes; and
- job posting, which results in more internal hiring and fewer opportunities for higher level positions, although more entry level positions may be opened up.

Companies maintain contact with organizations serving disabled persons; however, being referred by someone who has established a relationship with the company enhances a student's chance of receiving an interview. Networking and information interviewing may lead to a resume being referred to an appropriate hiring person in a company. Temporary employment can serve as a "back door" entry to permanent employment. Some factors that may facilitate the hiring of an individual were identified as:

- summer jobs;
- demonstrated leadership skills;
- participation in extracurricular activities;
- evidence of flexibility;
- evidence of tolerance for stress; and
- being well prepared for the interview.

Interpersonal communication skills are heavily weighted in the selection process for most banking jobs. Not many positions are available for entry level computer programmers but computer technicians with good communication skills are in demand, as are those able to use word processors. Financial and analytical skills are always needed and some type of data processing background is helpful for all positions. History and English majors have been hired for management training programs. Public information and customer relations are other areas for which liberal arts graduates are hired.

Disabled applicants should be knowledgeable about accommodations and modifications. Examples were cited in which one visually impaired applicant advised the interviewer that she had readers who could come in; others had talking calculators and magnifying glasses. It was also pointed out that creative ways can be found to make accommodations at minimal cost and that a state agency can purchase adaptive equipment to be used on the job, such as a Visual Tek machine. In the financial industry, it is expected that disabled persons must be able to work overtime when needed. It was felt that to make exceptions for disabled persons would create too many operational problems. Odd hours are part of the job description.

Both industry and college personnel used the meeting to clarify misunderstandings and misconceptions. For example, a question was raised regarding the perception by industry of a four year college graduate as "overqualified" for a secretarial position. One industry representative pointed out that his company's policy was not to hire four year graduates for that position because of their finding that they usually don't stay. However, the college representative stated that in the current tight job market that finding may no longer be valid and industry should reconsider its position.

Misrepresentation of a job was criticized--e.g., a file clerk position being advertised as "administrative assistant." Industry replied that companies are wary of suits, and some have applicants sign a statement of understanding of job duties.

Regarding testing procedures, companies generally require typing proficiency of 50 w.p.m. from handwritten copy and stenography at 80 w.p.m. For secretarial positions, clerical tests are given for spelling, grammar and language usage. Some secretarial jobs do not require stenography. Two types of tests are given for employment in the data processing area:

1) programming aptitude test
2) operators test.

Few industry representatives listed college placement offices among the agencies used to recruit disabled employees and were pleased to be made more conscious of this additional recruitment source. Most banks will interview everyone who comes to personnel. Special hours are put aside for exploratory interviews. Disabled persons were advised not to undersell themselves. They should present their abilities, not their disability. Some companies have alternate work arrangements whereby one or two persons in the computer area work at home.

Some stated they prefer to deal with agencies serving the disabled in order to be better informed about the needs of the applicant including stress levels, tranferable skills, and medication. Because some medication can interfere with ability to concentrate, some industry representatives felt this to be important. Industry representatives reminded college personnel that disabled persons should apply on their own, just as non-disabled persons do.

Second Conference - March 11, 1983

Representatives from the health field (Beth Israel Hospital, Goldwater Memorial Hospital, Mt. Sinai Medical Center, and NYU Medical Center) and from several large corporations (American Express, IBM, N.Y. Telephone, SCM Corporation, St. Regis Paper Co., and Xerox Corporation) presented candid information about hiring practices and modifications made for some of their disabled employees, including the fact that many disabled employees do their job without any need for an accommodation.

Among the Modifications made by industry included:

- an amplifier on a telephone for someone with a hearing impairment;
- waiving paper and pencil testing, although the person would have to qualify in an interview;
- assigning duties in one building rather than three, for an orthopedically impaired social worker;
- a Seeing Eye dog;
- a Braille terminal;
- a talking calculator;
- pairing two people so that certain job responsibilities could be exchanged; and
- raising desk on blocks of wood so a wheelchair could fit under the desk.

To make accommodations, personnel officers discuss their needs first with the disabled person and, if necessary, consult further with vocational advisors either at their own institutions or at such places as the Institute for Rehabilitation Medicine. In the medical settings represented there were little or no problems related to reactions to job switching or job sharing. Employing disabled persons was seen as a plus, in that it was felt that it is encouraging to patients to see disabled persons working. To deal with uncomfortable feelings that may surface at the beginning, supervisors are prepared in advance regarding a disability.

It is important to realize that industry is profit motivated and accountable to shareholders and boards of directors. However, there may be an economic reward in making modifications for disabled consumers, in addition to satisfying an altruistic need. American Express, for example, reported that they now accept Braille plates for cashing travelers checks, have TDY equipment in customer service areas, and have closed captioned their advertising. They have put their accomplishments into a video program which they show to other companies and also have an in-house video program to sensitize their own employees to making accommodations. Employees also are volunteering to take signing classes. In Ft. Lauderdale they opened up their computer facilities to create a Job Bank for disabled persons into which local employers can feed position openings.

Further discussions focused on the following employment related issues:

- advantages and disadvantages of identifying oneself as disabled;
- "realities" of the labor market;
- prediction problems--problems inherent in projecting potential employment opportunities and client vocational objectives several years down the road.

It was generally agreed that there seems to be a fear or reluctance to identify oneself as disabled. A counselor asked if it might not be an advantage for a disabled person to identify him or herself in terms of helping a company meet Equal Employment Opportunity requirements. An industry participant felt this would not be an advantage, as the employer's goal is to get the most qualified person, and then make reasonable accommodations, if necessary. It is the responsibility of counselors to educate disabled persons about realities--i.e., the need to be highly qualified, how to present themselves to industry, and to understand their limitations and ways of minimizing them. Employers may not be anti-disabled, but are certainly pro-bottom line and, although it may not seem fair, a disabled person will lose out if not prepared to deal with that reality. Other suggestions were:

- placement counselors may need to research companies that are more supportive and where jobs may be more obtainable;
- counselors should tap into the power structure at the decision making level;
- students need technological literacy;
- disabled people might be encouraged to think imaginatively and consider areas where they have special expertise, such as marketing for disabled consumers, travel for disabled customers, or benefits for disabled employees;
- students should know what accommodations they require, where they can be obtained and what the cost factor would be; and
- counselors and/or students should find out the specifics of a position and the physical location of the department in which a position is available so that the person with a disability could learn how to get there.

Third Conference - March 25, 1983

Representatives from the U.S. Office of Personnel Management, publishing, broadcasting and public utilities participated in this session. The U.S. Office of Personnel Management reported that each major organizational component of a Federal agency has a selective placement coordinator who, under certain conditions, may bypass the competitive Civil Service system. For example, during temporary trial appointments, a disabled person may be given an opportunity to demonstrate his/her capabilities. Although the agency is not committed to hiring the person permanently, an appointment to a continuing position may be made.

Most Federal agencies are cutting back in their hiring. Exceptions are the Army, Air Force, Internal Revenue Service, and the Veterans Administration. The larger defense agencies are often located in the hinterlands which means that individuals looking for employment have to be willing to relocate. An individual needs to meet the minimum qualification requirements to be considered, and the more skills one possesses, the greater the chances of being selected.

All industry representatives agreed that the greatest number of employment opportunities are in engineering, computer science and other technical areas with a minimum hiring requirement for most positions being an associate's degree. Secretarial openings are fairly abundant with entry level positions requiring 35 - 40 WPM typing speed and 80 WPM steno. A test of these skills usually is administered, and in some companies a written test to determine grammatical knowledge is also given. An executive secretary position requires better skills and generally some college background is preferred.

Most companies reported few openings and large waiting lists for other positions. Handicapped people would be given preference for interviewing and testing, but are not guaranteed a job. Some industry representatives commented that many disabled individuals who do not identify themselves as handicapped are presently in the work force.

Con Ed cooperates with LaGuardia Community College in providing internships and a summer program. Manhattan Cable offers one semester non-paid internships in almost every department, i.e., (production, accounting, and installing) and expects the student to work out credit with the college. Scholastic Publishing employs approximately six or seven summer interns, essentially in the editorial department, some of whom receive stipends from their university. Some have subsequently been hired on a permanent basis.

In addition to electronics and secretarial positions, Manhattan Cable employs customer service representatives with two years experience and part-time telephone marketing representatives who sell the company's services over the phone. Someone with some knowledge of electrical wiring or electronics will be trained by the company.

Scholastic publishes many magazines both for the educational community and general market. They also publish books, operate book clubs, and develop TV productions from books they have published.

In the future, Scholastic foresees secretaries performing a dual role--doing part traditional secretarial duties, part microcomputer and part word processing. Anyone, including editorial trainees, with prior exposure to working on a microcomputer has a definite advantage. Other areas where openings are more likely to occur are: junior programmer positions, independent selling representatives who link with wholesalers and supermarket chains, junior research analysts who require a statistical or market research background, and accounting clerks.

WBAI is an independent, non commercial F.M. radio station with a small and not very well paid full time staff and a large volunteer staff. They have a few student interns from colleges in the metropolitan area and feel that it is best if the person has some sort of experience in electronics, preferably broadcasting electronics, and has worked at a campus radio station. Good writing skills are viewed as "an absolute must" and an individual must be willing to relocate. Although New York is the center of the broadcasting market, one must leave in order to get back into it.

The Port Authority of New York operates all the bridges, tunnels and trains that connect New York and New Jersey, as well as the World Trade Center, Kennedy, LaGuardia and Newark airports. The company has 7000 employees in many different kinds of jobs ranging from clerical, maintenance and field operations through such professional level jobs as accountants, purchasing agents, personnel specialists and lawyers. There is ongoing recruitment for accountants and computer programmers. Professional positions require a four year college degree in the specific area. They have cooperative education programs, primarily in the clerical field, and a summer intern program specifically for handicapped students.

Fourth Conference - May 13, 1983

At the fourth and final conference in the series, the retailing, advertising, publishing, broadcasting and real estate industries were represented.

Stanley Mason, Manager of Internal Search and Equal Employment at J.C. Penney, stated that the company is developing an in-house awareness program to train supervisors in all aspects of hiring and working with handicapped people because of the recognition that the sensitivity of line supervisors is crucial to the success of employing individuals with handicaps. In addition, the company collaborates with a number of organizations, such as the International Center for the Disabled (ICD), and participates on ICD's Business Advisory Board. The company also is involved with the President's Commission on Employment of the Handicapped.

At J.C. Penney, a handicapped applicant goes through the same selection process as the non-disabled. Although social skills, proper dress and appearance matter, the most important consideration is the person's ability to perform the job. Persistence and follow up on the part of both counselors and student applicants is important.

Ron Mason, Director of Employment and Affirmative Action, National Broadcasting Co., reaffirmed that consideration for a job is based on being qualified for the job, since the goal for the company is to make a profit. He indicated that broadcasting is experiencing many changes as a result of new technology. The office of the future will contain word processors, printers, and teleconferencing equipment and many jobs will require computer related knowledge. Satellite communications, microwave transmission and cable are areas where NBC is experiencing the greatest growth.

Mr. Mason pointed out that NBC receives 100,000 unsolicited resumes per year, and an ad in the Sunday New York Times for a teletext position drew 5,000 resumes. The implication of this huge response is that it is now an employer's market and, although the company is an equal opportunity employer that recognizes its obligation to employ all segments of the population, it can be selective in hiring the most qualified people.

Resumes are screened initially by the personnel office and then by the hiring manager. Ultimately, 17-20 people may be interviewed for one job opening. Except for clerk-typist jobs, no other testing is done. However, due to the nature of broadcasting, interpersonal skills do carry weight in the selection process. Producing a show is a team effort and the ability to be flexible and get along well with others is important.

Mr. Mason advised placement counselors to be persistent, think of novel ways to present their clients and include the benefits of tax incentives to the employer.

Susan Powers Law, Human Resources Manager at Bozell & Jacobs Advertising, said that the most significant employment trend in advertising is that the number of open positions is becoming much more limited. According to the American Association of Advertising Agencies, in 1982 there were 8,000 college graduate applicants for approximately 1,500 jobs at the top 50 advertising agencies. Her company received approximately 10,000 unsolicited resumes last year.

Hiring M.B.A.'s has become a trend among the top agencies and human resource professionals are currently debating whether or not this is a necessary credential. Some feel it may be useful for those who go into account management, but there are many other positions in advertising, such as: creative, media, research, legal and business affairs, production, traffic, and direct marketing, where a B.A. degree is sufficient preparation.

Bozell & Jacobs conducts seminars on Equal Employment Opportunity for anyone in the company with responsibility for hiring and conducting training programs, including management, creative and media. The old notion that one could quickly become a chief copywriter or creative head by creating that winning campaign is unrealistic. In reality, most management people advance through the ranks starting at the bottom rungs of the ladder.

There has been a change in recruitment methods, and today many agencies use what they call "special sources," such as colleges and centers for disabled people. Other recruitment sources are "headhunters", advertisements in various news publications, and professional organizations, such as the American Association of Advertising Agencies. Personal contacts and referrals seem to be the most effective door opener, as opposed to brochures and unsolicited information about an organization.

The referred disabled client goes through the regular selection process: submitting a resume and cover letter, requesting an interview and, if seeking a creative position, showing a portfolio of artwork. Successful applicants have varying educational degrees, but a marketing or communications degree may be more helpful. The job applicant's after-school activities are also considered, such as the advertising or marketing club, or the school newspaper. Almost any background with the right blend of activities and personality are suitable. Some of the requirements are intangible, like being bright and creative, which may be inferred from the applicant's ability to show enthusiasm and eagerness, and demonstrating a capacity for organizing and analyzing. Judgments are made based on course work and the extent of involvement in certain programs. Because advertising is not a 9-5 industry, it demands a flexible lifestyle, and the willingness in many instances to do much traveling. By the very nature of the industry, having oral and written communication skills is absolutely essential.

Ms. Law's final recommendation to counselors was to promote the cost effectiveness of their program--that's the bottom line.

Fairchild Publications publishes approximately 25 trade papers and magazines in a wide variety of industries. If you can sell or write and type 60 w.p.m., maybe we will have a job for you, stated Ms. Reis, Assistant Director of Personnel. Most of their employees either have editorial skills or sell advertising space. Secretarial positions require typing skill and the ability to communicate well. Intangible qualities such as a good personality and the ability to present oneself well also enter into the selection process.

Career development and placement activities, such as simulated interviews and workshops on resume writing that enable individuals to explicitly state their employment goals in concise terms are seen as valuable preparation activities, not only for students who have a disability, but for all students.

Ms. Rachel Dahbany, Personnel Administrator, Helmsley Spear Inc., made a strong appeal to participants that they recommend only qualified applicants. Having a college degree does not always insure that the individual can spell, fill out an application, use correct English, or do simple math. Ms. Dahbany reminded counselors that business needs to make money and cannot achieve this objective with people who do not have requisite basic skills.

APPENDICES

APPENDIX

Conference Agendas

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

PROGRAM

ENHANCING VOCATIONAL OPPORTUNITIES FOR COLLEGE STUDENTS WITH A DISABILITY

Wednesday, February 23, 1983 from 9 a.m. to 4 p.m.

CUNY GRADUATE CENTER, 33 West 42 Street, ROOM 207, New York, N.Y.

9:00 - 9:30 a.m. REGISTRATION AND COFFEE

9:30 - 9:45 GREETINGS AND OVERVIEW OF THE CONFERENCE

9:45 - 11:00 CONCURRENT WORKSHOPS -- A,B,C,D (FOR COLLEGE PERSONNEL)

(A) Assessing Educational Achievement -- ROOM 209

Dr. John A. Centra, Program Administrator and Research Coordinator, Admissions Testing Program for the Handicapped, Educational Testing Service, Princeton, New Jersey

Dr. Morton Fuhr, Associate Professor, English Department, Director of English Skills Laboratory, Kingsborough Community College, Brooklyn, N.Y.

Dr. Irwin Rosenthal, Professor, Department of Student Development, Kingsborough Community College, Brooklyn, N.Y.

Determining potential and on-going performance of students with varying disabilities.

(B) Assessing Vocational Interests and Abilities -- THIRD FLOOR STUDIO

Dr. Leo Goldman, Professor, Graduate Program in Counseling and Personnel Services, Fordham University, New York

Anita Tritell, Assistant Dean, Student Life Planning and Career Development, SUNY at Farmingdale

Assessing interests and abilities through structured and non-structured techniques. Identifying issues and concerns relating to their use on college campuses with disabled students.

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PROGRAM

9:45 - 11:00 CONCURRENT WORKSHOPS FOR COLLEGE PERSONNEL (Continued)

(C) Assessing Interpersonal Competencies -- ROOM 207 A

Eve Maged, Instructor, Basic Communication Strategy Program, LaGuardia Community College, Long Island City, New York

Assessing communication skills and their relationship to educational performance and employment; a model currently used at LaGuardia Community College

(D) Agency-Generated Assessments -- ROOM 207 B

Neil Crouse, Coordinator of Vocational Services, N.Y. Association for the Blind; President of the New York Metropolitan Division of the National Rehabilitation Association.

Danna Mitchell, District Manager, Office of Vocational Rehabilitation, Brooklyn, N.Y.

Formulating a student's vocational objective: two agency perspectives. What information does the agency need: how is it collected and used; how available is the information to college personnel.

11:15 - 12:30 CONCURRENT WORKSHOPS A,B,C,D -- SAME AS ABOVE TO BE REPEATED

12:30 - 1:45 p.m. LUNCH IN THIRD FLOOR STUDIO

1:45 - 2:00 REASSEMBLE IN ROOMS 207A and 207B

2:00 - 3:30 COLLEGE AND INDUSTRY INFORMATION EXCHANGE

Group A - ROOM 207 A
Group B - ROOM 207 B

Industry will focus on labor market trends within the industry and their own organization; recruitment and selection practices; modification of assessment procedures for job candidates who are disabled.

Colleges will respond to industry in terms of their campus based experiences with disabled students.

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Second Conference

ENHANCING VOCATIONAL OPPORTUNITIES FOR COLLEGE STUDENTS WITH A DISABILITY

Friday, March 11, 1983
From 9:00 a.m. to 4:00 p.m.

CUNY Graduate Center, 33 West 42nd Street, ROOM 207, New York, N.Y.

AGENDA

9:00 - 9:30 a.m. REGISTRATION AND COFFEE

9:30 - 9:45 a.m. GREETINGS AND OVERVIEW OF THE CONFERENCE

9:45 - 11:00 a.m. CONCURRENT WORKSHOPS - A, B, C, D (For College Personnel)

(Room 207A) (A) ENRICHING THE INFORMATION ENVIRONMENT FOR VISUALLY IMPAIRED THROUGH COMPUTERS. CURRENT CAPABILITIES, FUTURE TRENDS, AND IMPLICATIONS FOR OTHER DISABILITIES.

- Dr. Leslie Clark, Baruch Computer Center for the Visually Impaired
- Judy Gerber, Coordinator of User Services, Baruch Computer Center for the Visually Impaired
- Marilyn Saviola, C.R.C., Goldwater Memorial Hospital

The computer-assisted Career Path Information System as one example of the current capabilities of computer technology for disabled persons. Implications of computer technology for other disability groups.

(Room 209) (B) STRATEGIES FOR MODIFYING PROGRAMS AND INSTRUCTIONS: What Has Been Done, Can Be Done, Should Be Done?

- Professor George Fried, Department of Biology, Brooklyn College
- Fern Khan, Director of Continuing Education Program for Deaf Adults, LaGuardia Commmunity College

Administrative and legal issues and concerns relating to programmatic and instructional modifications. Implications for state certifications and workplace modifications. Modifying instruction to maximize educational achievement.

(Room 207B) (C) MODIFYING THE ATTITUDINAL CLIMATE OF THE COLLEGE

- Dr. Jerome Siller, Professor of Educational Psychology, New York University
- Francine Campone, Director of Special Services, N.Y.C. Technical College
- Joyce Palmer, Coordinator for Disabled Students, Special Services, N.Y.C. Technical College
- Gail Uellendahl, Director of Special Services, Queens College

Research on attitudes towards persons who are disabled and its implications for attitude change. Obtaining faculty and non-pedagogical employee cooperation in making modifications by changing their attitudes. Destereotyping, clarifying misconceptions and misinformation.

(Third Floor Studio) (D) AGENCIES' ROLES IN PROVIDING MODIFICATIONS AND ACCOMMODATIONS IN SCHOOL AND WORKPLACE.
(From 11:15 to 12:30 only)

- Tony Candela, Vocational Rehabilitation Counselor, New York State Commission for Blind and Visually Handicapped
- Sandra Countee, District Manager, Office of Vocational Rehabilitation, White Plains, N.Y.

Facilitating modifications and accommodations. Types of modifications and accommodations recommended and paid for by agencies to enhance learning and successful employment (transportation, tutors, notetakers, special equipment, approved vendors and interpreters).

11:15 - 12:30 p.m. CONCURRENT WORKSHOPS - A, B, C, D
(Same as above - to be repeated)

12:30 - 1:45 p.m. LUNCH IN THIRD FLOOR STUDIO

2:00 - 3:30 p.m. INDUSTRY AND COLLEGE - INFORMATION EXCHANGE: The Science and Technology and Health-related Industries

Industry will focus on job-related aids to assist disabled persons, workplace modifications and modifications in job descriptions and requirements. Current employment trends will also be described. In addition College staff will describe their on-campus experiences with accommodating disabled students.

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THIRD CONFERENCE

ENHANCING VOCATIONAL OPPORTUNITIES FOR COLLEGE STUDENTS WITH A DISABILITY

Friday, March 25, 1983
From 9:00 AM to 3:30 PM

CUNY Graduate Center, 33 West 42nd Street, ROOM 207, New York, N.Y.

AGENDA

9:00-9:30 a.m. REGISTRATION AND COFFEE

9:30-9:45 a.m. GREETINGS AND OVERVIEW OF THE CONFERENCE -- Room 207

9:45-10:30 a.m. OPENING SESSION: MOVING AWAY FROM THE STATUS QUO IN DELIVERING VOCATIONAL REHABILITATION SERVICES. A CROSS-CULTURAL VIEW

- Paul Cornes, Senior Research Fellow, Rehabilitation Studies Unit, University of Edinburgh, Scotland
- Joseph Stubbins, Ph.D., Professor Emeritus, California State University, Los Angeles, California

Appearing through the courtesy of the World Rehabilitation Fund International Exchange of Experts and Information in Rehabilitation

10:45-12:30 DEVELOPING A WORK HISTORY: PROGRAM MODELS

Workshop A - Room 207A

Model Independent Living Project:
A Work/Experience Program
Jessica Swirsky, Project Coordinator
Human Resources Center, Albertson, L.I.

Lift, Inc. - A unique concept in computer programming training and employment
Donna Walters Kosberg, N.Y. Area Dir.
Robert O'Byrne, Lift trainee

Cooperative Education at LaGuardia
Joan Heitner, Instructor & Co-op Coordinator
Paula Nesoff, Project Coordinator for Co-op & Students with Disabilities

A Work/Experience at Queens College
Internship Program
Amy Schechter, Asst. Director
Special Services, Queens College

Workshop B - Room 207B

Just One Break - Volunteer Program
Bess Maiman, Director of Research

Career Directions - Internship Program at L.I.U.
Diane Murray, Coordinator/Counselor
Special Educational Services Program
Long Island University

Vocational Services Program of the Suffolk Association for the Learning Disabled
Don Policella, Vocational Evaluator
Marilyn Roshke, Placement Director

An Industry Perspective on Internships
Judith Umlas, Manager of Station Services, WCBS-TV

Career Development Program for Disabled College Students
John J. Sarno, Ramapo College, Mahwah, N.J.

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12:30-1:45 LUNCH IN THIRD FLOOR STUDIO

Speaker: "Sensory Aids for the Hearing Impaired"

Dr. Harry Levitt, Professor, Department of Speech and Hearing Sciences, Graduate School and University Center of the City University of New York

Dr. Levitt was the winner of The Johns Hopkins First National Search on Personal Computing to Aid the Handicapped.

2:00-3:30 COLLEGE AND INDUSTRY -- INFORMATION EXCHANGE

Broadcasting, publishing and other industries, will be represented. Selective placement opportunities in government employment will also be presented. Industry will discuss internships and cooperative education experiences with persons who have a disability in addition to employment trends in their industry, job descriptions, recruitment practices, selection procedures and any workplace modifications made for disabled employees.

Colleges will respond in terms of their experiences with disabled students on campus.

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FOURTH and FINAL CONFERENCE

ENHANCING VOCATIONAL OPPORTUNITIES FOR COLLEGE STUDENTS WITH A DISABILITY

Friday, May 13, 1983
From 9:00 a.m. to 3:30 p.m.

CUNY Graduate Center, 33 West 42nd Street, Room 207, New York, N. Y.

AGENDA

8:45-9:15 a.m. REGISTRATION AND COFFEE

9:15-9:30 GREETINGS AND OVERVIEW OF THE CONFERENCE SERIES

9:30-10:30 OPENING SESSION:

"State of the Art in Job Development and Job Placement"
Pros and cons of different approaches.
Dr. Gerard Guarniero, National Consultant on Employment,
American Foundation for the Blind, New York, N.Y.

"New Directions for Job Placement Research and Practice in the Rehabilitation Process"
A conceptual framework for viewing rehabilitation services and research related to the employment of persons with disabilities.
Dr. David Vandergoot, Research Coordinator,
Human Resources Center, Albertson, Long Island, New York

10:30-11:30 JOB DEVELOPMENT AND JOB PLACEMENT: PROGRAM MODELS
Approaches for disabled college students and implications for preparatory activities on campus.

Group A - Room 207A

Projects With Industry Job Placement Program for College Graduates and the Technically Trained at I.C.D.
Sue Gorbunoff, Group Vocational Counselor

Project Job Site for Visually Impaired People. Program at the Vera Institute of Justice
Barbara Fried, Director of Participant Services
Steve Mendelsohn, Project Director

Group B - Room 207B

Job Placement Service of the New York League for the Hard of Hearing
Harriet Burk Goodwin, Rehabilitation Counselor
Joan Sheppard, Rehabilitation Counselor

Job Hunt Clubs - Self Help Groups at the Office of Vocational Rehabilitation, L.I.
Dania Smith, Rehabilitation Counselor

AGENDA - Page 2

11:30-12:45 p.m. LUNCH - 18th Floor Dining Commons

1:00-2:00 p.m. JOB DEVELOPMENT AND JOB PLACEMENT: PROGRAM MODELS (continued)
Approaches for disabled college students and implications for preparatory activities on campus

Group A - Room 207A

Handicapped Employment Job Bank, Office on the Handicapped, Bergen County, N.J.
Ann Caldwell, Job Bank Manager

Self Help Groups at the Office of Vocational Rehabilitation, Queens
Howard Fallik, Rehabilitation Counselor

Career Development and Placement Services at Kingsborough Community College
Oliver Klapper, Director of Career and Placement Services
Alfredo Torres, Director of Special Services

Group B - Room 207B

Job Services Division, New York State Department of Labor
Sandra McCoy, Acting Manager of Harlem Placement Center
Larry Rossi, Special Placement Consultant

Career Development and Placement Program at Dutchess Community College
Andrew Sillin, Director of the Career Development, Placement and Transfer Center

2:00-3:00 p.m. INDUSTRY REACTS AND PRESENTS
Industry will respond to placement approaches and present information about industry trends, job descriptions and recruitment and selection practices.

3:00-3:30 REFLECTIONS -- "The Challenge of Enhancing Career and Vocational Programs -- Where Do We Go From Here"
Some conference series participants will reflect on implications for future career development and job placement activities on college campuses for college students with a disability.

Fred Rickard, York College
Michael Stimola, Hostos Community College, Chairperson, CUNY Committee for the Disabled
Gail Uellendahl, Queens College

APPENDIX

Pre-Meeting Preparation Activities

The Graduate School and University Center
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PRE-MEETING PREPARATION

ASSESSMENT ACTIVITY ON CAMPUS
ISSUES AND CONCERNS

The following list of issues and concerns related to assessment of disabled students on college campuses have been expressed by college staffs.

Before attending the conference, would you please give the items some thought. We believe this "pre-meeting preparation" will enrich our discussions.

RE: Assessment Activity on Campus

- How do we use existing data?
- How do we obtain new data?
- How do we identify inaccurate data?
- What data do we need and don't have?
- What myths and misunderstandings interfere with obtaining accurate data?

RE: Sharing Assessment Data

- How much assessment data do we share with the student? Other staff?
- What are the most common uses of assessment data on campus?
- What kind of data should be shared with an employer?
- How do we make sense out of the data?

Your concerns:

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PRE-MEETING PREPARATION

ACCOMMODATIONS AND MODIFICATIONS FOR DISABLED STUDENTS ON CAMPUS

March 11, 1983 Conference

Discussion Questions

What types of interventions and modifications are needed for different disabilities? Which have you found to be successful?

What modifications might be needed when testing a disabled student? How can we obtain them? Whose responsibility is it?

What myths and misunderstandings interfere with obtaining programmatic modifications?

Who determines what accommodations or modifications are needed?

How does one secure faculty and administrative support for programmatic modifications? How can resistance be overcome? What have been your experiences?

How can colleges and agencies work together more productively to identify and obtain needed accommodations and modifications for a student with a disability? (Share your "success" story.)

How do we present information regarding environmental, testing and on-the-job modifications to an employer? Who should do it?

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JOB DEVELOPMENT AND JOB PLACEMENT

PRE-MEETING PREPARATION QUESTIONS

For May 13, 1983 Conference

1. What factors enable people to successfully prepare for, find and keep a job?

2. How involved should the client be in the job development and placement process? To what extent should client involvement vary as a function of the person with whom you are working?

3. How do you define a "job ready" college student?

4. What placement philosophy guides your approach to placement?

5. What is the role of the college in making a disabled student "job ready"?

6. What job seeking skills should be taught? By whom? How?

7. How do you locate and develop job openings?

8. How do labor market conditions effect placement? How can obstacles be overcome?

9. What issues, other than the student's qualifications, do you present to an employer to "market" a student with a disability? (e.g., dependability, TJTC.)

10. What are we learning that will help us to make disabled students more "marketable"?

APPENDIX

MATERIALS DISTRIBUTED TO CONFERENCE PARTICIPANTS

Assessment Conference - February 23, 1983

WHAT MAKES DISABLED PEOPLE DISABLED?

New York State Office of Advocate for the Disabled
Albany, New York 12223

CAREER GUIDANCE FOR THE HANDICAPPED: A COMPREHENSIVE APPROACH

By Charles W. Humes, II
Vocational Guidance Quarterly, June 1982
Pages 351-357

VOCATIONAL ASSESSMENT AND TESTING

By David Katz, Bert Flugman and Leo Goldman. August 1979
From Career Counseling and Job Placement
of Disabled Students at 2-Year Colleges: A Guide

MEASURING STUDENT PROGRESS IN THE CLASSROOM
HEARING IMPAIRED STUDENTS IN POSTSECONDARY EDUCATION
FACT SHEET: COMMUNITY COLLEGES AND HANDICAPPED STUDENTS - CONCERNS AND RESOURCES
FACT SHEET: FINANCIAL AID AND DISABLED STUDENTS

From: HEATH Resource Center
(a program of the American Council on Education)
One Dupont Circle, N.W.,
Washington, D.C.

APTITUDE TESTS: CAN WE PREDICT THEIR FUTURE?

Reviewed by Juan N. Franco
The PERSONNEL AND GUIDANCE JOURNAL
January 1983

DIAGNOSING LEARNING DISABILITIES

Excerpted from: Steps to Independence for People with Learning Disabilities
by Dale Brown

Closer Look, Parents' Campaign for Handicapped Children and Youth
Box 1492, Washington, D.C. 20013

ORDER FORM: FOR PROCEEDINGS OF THE FIRST THROUGH FIFTH NATIONAL CONFERENCES ON POSTSECONDARY EDUCATION AND THE DISABLED STUDENT

From: Sponsored by the Bureau of Education for the
Handicapped, US Department of Education, and Wright
State University

THE DISABILITY PRESS

From: Disabled U.S.A.
Summer 1982

ETHICAL ISSUES INVOLVED WITH THE USE OF COMPUTER-ASSISTED COUNSELING, TESTING, AND GUIDANCE SYSTEMS

By James P. Sampson, Jr.
K. Richard Pyle
From The PERSONNEL AND GUIDANCE JOURNAL
January 1983

REPRINTS FROM THE FINAL REPORT

Learning Opportunities Center for Special Needs Community College Students
Kingsborough Community College - Brooklyn, N.Y.

ASSESSING VOCATIONAL INTERESTS AND ABILITIES

Variety of Assessment Forms
Prepared by: Anita Tritell
Student Life Planning and Career Development,
SUNY at Farmingdale

REPRINTS FROM BASIC COMMUNICATION STRATEGIES COURSE

Offered at La Guardia Community College - Queens, N.Y.

ASSESSING DISABILITIES AND PLANNING SERVICES

From: Technology and Handicapped People
Office of Technology Assessment
Washington, D.C.
May 1982

MATERIALS DISTRIBUTED TO CONFERENCE PARTICIPANTS

Accommodations and Modifications Conference - March 11, 1983

INFORMATION FROM HEATH RESOURCE CENTER

Vol. 3 No.1 January-February 1983
One Dupont Circle, N.W.
Washington, D.C. 20036

LEARNING TO LIVE WITH THE HEARING IMPAIRED

By Judith May, Audiologist
and
Ruth R. Green, Administrator
From The New York League for the Hard of Hearing
71 West 23rd Street
New York, N.Y. 10010

EDUCATION FOR EMPLOYMENT

A Guide to Postsecondary Vocational Education for Students with Disabilities
From: Heath Resource Center
One Dupont Circle, N.W.
Washington, D.C.

TALKING TERMINALS - by David Stoffel, Scion Corp. 12310 Pinecrest Rd. Reston, Va. 22091
THE ABILITYPHONE - by William L. Rush, 817 C St., Apt. 1, Lincoln, NE 68502

FROM: Byte Magazine
Sept. 1982, Vol. 7, Co. 9
Special Issue on Computers and the Disabled

STRATEGIES FOR COURSE MODIFICATION FOR ENCHANCED ACCOMMODATION OF NONTRADITION LEARNERS

From: Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education. Vol. 1, No.1, Winter 1983

SPEAKING OUT: "I only wanted to help so I gave her a "B"."

From: Bulletin of the Association on Handicapped Student Service Programs in Post-Secondary Education. Vol.1, No.1, Winter, 1983

PUBLICATIONS LIST

Project on the Handicapped in Science
AAAS, 1776 Massachusetts Avenue, NW,
Washington, D.C. 20036

STRUCTURE OF ATTITUDES TOWARD THE PHYSICALLY DISABLED: THE DISABILITY FACTOR SCALES- AMPUTATION, BLINDNESS, COSMETIC CONDITIONS[1]

By Jerome Siller
Linda T. Ferguson
Donald H. Vann
Bert Holland
From the Proceedings, 76th Annual Conventions, APA, 1968

ATTITUDES TOWARD THE DISABLED

By Harold E. Yuker
Hofstra University, Hempstead, New York
From: Disability: Our Challenge - A Distinguished Lecturer Series, sponsored by the Project for Handicapped College Students, Teachers College, Columbia University - John P. Hourihan Editor

CAMPUS INTERACTIONS: ATTITUDES AND BEHAVIORS

By Robert B. Nathanson
From: Disability: The College's Challenge - sponsored by the Project for Handicapped College Students, Teachers College, Columbia University NY, NY 10027 - John P. Hourihan, Editor

ACCOMMODATIONS: FAMILIARIZING THE EMPLOYER WITH ALTERNATIVES

FROM: "Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide"
By David Katz, Bert Flugman and Leo Goldman

BROOKLYN COLLEGE ACCESS PROJECT Brochure
Access Project - Questionnaire
ACCESS PROJECT - FACT SHEET

From: Brooklyn College, N.Y.

ACCESS TO COLLEGE PROGRAMS FOR DEAF YOUTH AND ADULTS

From: Catalyst Exchange
Compiled and Edited by Dr. Debbie L. Floyd

By: Fern J. Khan
LaGuardia Community College
Long Island City, N.Y.

DIVISION OF CONTINUING EDUCATION - PROGRAMS FOR DEAF ADULTS BROCHURE

From: LaGuardia Community College
Long Island City, N.Y.

FACTS ABOUT THE BARUCH COLLEGE COMPUTER CENTER FOR THE VISUALLY IMPAIRED

From: Baruch College Computer Center for the Visually Impaired
17 Lexington Avenue
New York, N.Y. 10010

ALTERNATIVE TESTING TECHNIQUES FOR CHILDREN WITH HANDICAPPING CONDITIONS

From: The University of the State of New York
The State Education Department
Office for Education of Children
with Handicapping Conditions
Albany, New York 12234

MATERIALS DISTRIBUTED TO CONFERENCE PARTICIPANTS

Developing Work History Conference - March 25, 1983

HANDBOOK OF SELECTIVE PLACEMENT OF PERSONS WITH PHYSICAL AND MENTAL HANDICAPS IN FEDERAL CIVIL SERVICE EMPLOYMENT

Office of Personnel Management
Washington, D.C. 20415
March 1979

NEWSREPORT

Graduate School/January/February
Volume 6 Number 3 1982

THE USE OF A POCKET COMPUTER AS AN AID FOR THE DEAF

By: Harry Levitt
From: A.A.D./Sept. 1982/Chapter 14

SIGNAL PROCESSING FOR THE COMMUNICATIVELY HANDICAPPED

By: Harry Levitt
From: Trends and Perspectives in Signal Processing
Vol. 2, No.3, pages 15-24 - July 1982

WCBS-TV INTERNSHIP PROGRAM

WCBS-TV Internship Program
524 West 57th Street
New York, N.Y. 10019

LIST OF SPECIALIZED EQUIPMENT FOR THE VISUALLY IMPAIRED WHO WORK AS COMPUTER PROGRAMMERS

From: Computer Programmers Who Are Disabled:
An Manufacturers Hanover Trust Human Resources Guidebook

THE COOPERATIVE WORK PROGRAM FOR DISABLED STUDENTS
(La Guardia Community College, Long Island City)

From: Career Counseling and Job Placement of Disabled Students at
Two-Year Colleges: A Guide - by David Katz, Bert Flugman and
Leo Goldman
CASE Institute for Research and Development in Occupational Education
August, 1979

DESCRIPTION OF THE CAREER DIRECTIONS WORK EXPERIENCE PROGRAM FOR PHYSICALLY DISABLED STUDENTS

Long Island University - Brooklyn, N.Y.

THE EFFECTS OF PHYSICAL ATTRATIVENESS, EXPERIENCE, AND SOCIAL PERFORMANCE ON EMPLOYER DECISION-MAKING IN JOB INTERVIEWS

By: Michael A. Greenwald
University of Pittsburgh
From: BEHAVIORAL COUNSELING QUARTERLY
A Journal for Counseling and Community Interventions
Vol. 1, No. 4, Winter 1981

AN INTRODUCTION TO JOB PATH

Job Path
22 West 38th Street
New York, N.Y. 10018
September, 1982

FULFILL NEEDS OF DISABLED, SAYS COUNSELOR

GUIDEPOST
American Personnel and Guidance Association
Vol. 25, No. 12
Feb. 24, 1983

RESOURCE GUIDE: Special Services and Aids for Disabled Students Attending Postsecondary Education Institutions

Handicapped Concerns Staff
United States Department of Education
January 1983

EMPLOYER DATA BANK FOR PEOPLE WITH DISABILITIES

From: Career Planning and Placement Center
University of California/Riverside

CAREER COUNSELING OF THE DISABLED

By: Eva G. Hoffmann
From: Disability: The College's Challenge Sponsored by the Project for
Handicapped College Children - Teachers College, Columbia Univ. N.Y.10027
John P. Hourihan, Editor

COMPREHENSIVE CAREER INFORMATION SYSTEMS FOR THE 1980s

By: Carl McDaniels
From: The Vocational Guidance Quarterly
June 1982
Pages 344-350

ASSESSMENT FORMS

Pre-College Assessment Center - Handicapped Student Services
Wright State University - Dayton, Ohio 45435

VISUALLY IMPAIRED PROFESSIONAL PERSONNEL

American Foundation for the Blind
15 West 16th Street
New York, N.Y. 10011

MATERIALS DISTRIBUTED TO CONFERENCE PARTICIPANTS

Job Development and Job Placement Conference - May 13, 1983

EMPLOYER GUIDE

From: The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

APPROACHING THE HIRING PROCESS

Special Report: Disability and Employment Facts About Costs and Benefits
From: The President's Committee on Employment of the Handicapped
Washington, D.C. 20210

IN-TOUCH--The radio newsstand for the print handicapped

In-Touch Networks Inc.
322 West 48th Street
New York, N.Y. 10036

PROJECT JOB SITE WORKS FOR YOU

Project Job Site
22 West 38th Street
11th Floor
New York, N.Y. 10018

HUMAN RESOURCES CENTER PUBLICATIONS LIST

Publications Related to the Physically Disabled of all Ages
From: Center on Employment of the Handicapped at
Human Resources Center
Albertson, NY 11507

INFORMATION SYSTEMS ON TECHNICAL AIDS FOR THE DISABLED

International Exchange of Information in Rehabilitation
World Rehabilitation Fund, Inc.
400 East 34th Street
New York, N.Y. 10016

AN OUTLINE OF A CAREER SERVICES APPROACH

By: David Vandergoot
From: Special Issue Career Services in Rehabilitation
Rehabilitation Counseling Bulletin. Nov. 1982

ICD PROJECTS WITH INDUSTRY JOB PLACEMENT PROGRAM FOR COLLEGE GRADUATES AND THE TECHNICALLY TRAINED

International Center for the Disabled
340 East 24th Street
New York, N.Y. 10010

CAREER PLANNING AND PLACEMENT STRATEGIES FOR POSTSECONDARY STUDENTS WITH DISABILITIES

Heath Resource Center
One Dupont Circle, N.W.,
Washington, D.C.

MAXIMIZING VOCATIONALOPPORTUNITIES FOR HANDICAPPED CLIENTS

By: Peter R. Dahl
From: Vocational Guidance Quarterly
Sept. 1982, pp.

CAREER EDUCATION AND PLACEMENT OF STUDENTS WITH DISABILITIES: HOW ACCESSIBLE ARE THEY--REALLY?

By: G. Ruth Kukiela Bork
Office of Services for the Handicapped
From: Paper presented at Session 31 of the 1980 National Conference on Higher Education, sponsored by the American Association for Higher Education, March 6, 1980.

INNOVATIVE AND EXEMPLARY PLACEMENT PROGRAMS

By: Richard Desmond
From: Rehabilitation in Australia and New Zealand: U.S. Observations
Diane E. Woods, Editor
World Rehabilitation Fund, Inc.
400 East 34th Street
New York, N.Y. 10016

DESCRIPTIONS OF VOCATIONAL SERVICES

Human Resources Center
Albertson, N.Y. 11507

THE WORLD OF WORK

From: Steps to Independence for People with Learning Disabilities
by Dale Brown
Pub. by: Closer Look, 1980
Parent's Campaign for Handicapped Children and Youth
Box 1492,
Washington, D.C. 20013

SECRETARY BELL WITHDRAWS SIX ITEMS FROM PROPOSED CHANGES TO P.L. 94-142
NEW JOB BILL OFFERS GREATER OPPORTUNITY FOR HANDICAPPED
DOL SURVEY REVEALS "MANAGEMENT COMMITMENT" MOST IMPORTANT FACTOR IN HIRING THE HANDICAPPED
LIAISON GROUPS BOOST EMPLOYMENT EFFORT

From: Programs for the Handicapped
CLEARINGHOUSE ON THE HANDICAPPED
Office of Information and Resources for the Handicapped
Room 3119 Switzer Bldg.
Washington, D.C. 20202

Targeted Jobs Tax Credit (TJTC) Procedures for office of Vocational Rehabilitation and office of the Commission for the Blind and Visually Handicapped

From: State of New York
Department of Labor
State Office Building Campus
Albany, New York 12240

UPDATE: Disability and Rehabilitation Information
THE ABLEDATA SYSTEM: REHABILITATION PRODUCT INFORMATION
NARIC
National Rehabilitation Information Center
4407 Eight Street, NE
The Catholic University of America
Washington, D.C. 20017

MYTHS ABOUT DEAFNESS

THE ASSERTIVE JOBSEEKER - INFORMED ABOUT TAPES

In-Touch Networks, Inc.
322 West 48th Street
New York, N.Y. 10036

TEN GOOD REASONS TO HIRE THE HANDICAPPED

State of New York. What office?

AMERICAN FOUNDATION FOR THE BLIND SERVICES - DESCRIPTION BROCHURE

AFB Headquarters
15 West 16th Street
New York, NY 10011

SEVEN SERVICES - How the Employment Service Helps Employers Hire the Handicapped

New York State Dept. of Labor

PACKET OF JOB SEARCH INFORMATION MATERIAL

From: Office of Vocational Rehabilitation - Queens

APPENDICIES

CONFERENCE PARTICIPANTS

Name	College/Agency
Susam Abrams	Kingsborough Community College
Mary Beswick	Rockland Community College
Raphael Bieber	Hofstra University
Vincent Bonelli	Bronx Community College
Debora Brown	N.Y. S. Commission for Blind and Visually Handicapped
Francine Campone	N.Y.C. Technical Community College
Anthony Candela	N.Y.S. Commission for Blind and Visually Handicapped
Mary Castelucci	College of Staten Island
Isadore Chevat	N.Y.C. Board of Education
John Cicarelli	OVR, White Plains
Edward Cohen	Queensborough Community College
Doborah Copeland	LaGuardia Community College
Marjorie DeFazio	N.Y.S. Dept. of Labor/Lehman College
Eduardo Dogué	Brooklyn College
Roslyn Dolber	SUNY Fashion Institute of Technology
Jeanne Dworkin	N.Y.C. Technical College
Ann Early	Queens Homebound
Sandra Edelstein	O.V.R.
Joseph Enright	Lehman College
Pat Evanoski	Queensborough Community College

Howard Fallik	O.V.R., Flushing
Jerry Fields	O.V.R., Hempstead
Virginia Folmer	John Jay College
Farris Forsyth	John Jay College
Mary Jane Fortunato	Queens College
Jeff Frankel	Nassau Community College
Marilyn Geels	CUNY Graduate Center
Jack Gentul	N.Y.U.
Frances Giteles	City College
Audrey Glynn	College of Staten Island
Sue Gorbunoff	I. C. D.
Marcelle Greenfield	N.Y.C. Technical College
Rose Harvey	Human Resources Center
Joan Heitner	LaGuardia Community College
Sylvia Henick	O.V.R., Flushing
Lois Henry	Baruch College
Maria Herencia	Lehman College
Howard Himelstein	Dutchess Community College
Marilyn Ingber	O.V.R., Manhattan
Carole Jackson	Brooklyn College
Nathaniel Jones	Brooklyn College
Fern Kahn	LaGuardia Community College
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Larry Katzman	O.V.R., White Plains
Marcia Keizs	Queensborough Homebound

Helen Kleinberg	Lehman College
Sandra La Porta	Hunter College
John Little	Borough of Manhattan Community College
Rita Loomis	Hostos Community College
Jed Luchow	College of Staten Island
Wendy Maloney	Brooklyn College
Victor Margolis	Nassau Community College
Vera Mattingly	Kingsborough Community College
Bill McLoughlin	Baruch College
Theresa Merkel	Rockland Community College
Michael Miller	Queensborough Community College
Diane Murray	L.I.U.
Lila Nathanson	Brooklyn College
Iris Nelson	N.Y.C. Board of Education
Paula Nesoff	LaGuardia Community College
Diane Neville	I.C.D.
Edward Oustatcher	N.Y.U.
Elaine Padillo	Rockland Community College
Joyce Palmer	N.Y.C. Technical College
Harriet Peavy	SUNY at Farmingdale
Richard Putnam	Westchester Community College
Carina Quintian	John Jay College
Fred Rickard	York College
Barbara Rivlin	Columbia University T.C.
Debbie Rooney	Queens College
Elliot Rosman	Queensborough Community College

Joan Ross	L. I. U.
Cathy Roush	Hofstra University
Amy Schechter	Queens College
Thomas Schoenherr	N.Y.U.
Barbara Schultz	I.C.D.
Roy Senour	Baruch College
Lana Smart	Human Resources Center
Ivan Smodlaka	College of Staten Island
Kathleen Sortino	Dutchess Community College
Carol Stein	O.V.R., Flushing
Ellen Spergel	Rockland Community College
Michael Stimola	Hostos Community College
Barbara Strauss	O.V.R., White Plains
Yaakov Taitz	J.V.S., East Orange, N.J.
Aron Teel	N.Y.U.
Carole Tillman	Westchester Community College
Merrill Tribble	Baruch College
Anita Tritell	SUNY at Farmingdale
Virginia Turbin	O.V.R.
Gail Uellendahl	Queens College
Kern Uli	City College
Carol Vecchio	N.Y.U.
Margaret Venditti	College of Staten Island
Harriet Vines	York College
Margaret Waters	Brooklyn College
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Ira Young	O.V.R.
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Kathleen Zamora	College of Staten Island

ENHANCING VOCATIONAL OPPORTUNITIES FOR COLLEGE STUDENTS WITH A DISABILITY

Wednesday, February 23, 1983

INDUSTRY PARTICIPANTS

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The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221-3895/96

Second Conference

ENHANCING VOCATIONAL OPPORTUNITIES FOR COLLEGE STUDENTS WITH A DISABILITY

Friday, March 11, 1983

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Diane Gannon
Employment Service Supervisor
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INDUSTRY PARTICIPANTS

Friday, March 11, 1983

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Mr. Tom Ayres
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Xerox Corporation
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2 Pickwick Plaza
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The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
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THIRD CONFERENCE

ENHANCING VOCATIONAL OPPORTUNITIES FOR COLLEGE STUDENTS WITH A DISABILITY

March 25, 1983

Ms. Denise Duca
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New York, N.Y. 10022

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Central Placement Office B
Consolidated Edison
4 Irving Place
New York, N.Y. 10003

Ms. Pamela Weaver
Sr. Employment Representative
Family Circle Magazine
488 Madison Avenue
New York, N.Y. 10022

Ms. Bessie Edwards
Affirmative Action Officer
Manhattan Cable TV
120 East 23rd Street
New York, N.Y. 10010

Mr. Edwin Lewis
Selective Placement Program Manager
Office of Personnel Management
26 Federal Plaza, Room 3002
New York, N.Y. 10278

Ms. Holly Blauser
Personnel Specialist
Port Authority of New York
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New York, N.Y. 10048

Ms. Ellen Lennard
Associate Personnel Director
Scholastic, Inc.
730 Broadway
New York, N.Y. 10003

Ms. Wendy Carucci
Employment Representative
Sperry and Hutchinson
330 Madison Avenue, 7th Floor
New York, N.Y. 10017

Ms. Barbara Day, Newscaster
WBAI
505 8th Avenue
New York, N.Y. 10018

Mr. Bill Wells, Chief Engineer
WBAI
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The Graduate School and University Center
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Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221-3895/96

FOURTH AND FINAL CONFERENCE

ENHANCING VOCATIONAL OPPORTUNITIES FOR COLLEGE STUDENTS WITH A DISABILITY

Friday, May 13, 1983

INDUSTRY PARTICIPANTS

Ms. Carol MacDonald
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New York, N. Y. 10017

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Manager of Human Resources
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Fairchild Publications
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New York, N.Y. 10003

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Personnel Administrator
Helmsley-Spear, Inc.
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New York, N. Y. 10065

Ms. Toni Gillis
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Ms. Margaret Sullivan
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New York, N.Y. 10020

•Mr. Ronald Mason
Director of Recruitment and Affirmative Action
N.B.C., Inc.
30 Rockefeller Plaza
New York, N.Y. 10020

APPENDIX

Program Evaluation

Participants at each of the four conferences were asked to complete a questionnaire that included both evaluative ratings and open-ended comments (see the end of this appendix for sample instruments). This appendix includes separate summaries for each conference of ratings given to workshops, presentations and sessions with industry. Project staff comments on evaluation data also appears for those sessions involving college personnel. Following each summary sheet are the raw ratings and anecdotal data. Response rates ranged from 50 to 75% of participants at any single conference. Data and summaries for the morning workshops for college participants appear separately from data related to industry sessions. In addition to using questionnaire data for the summative purposes of this report, participants' responses were also carefully reviewed after each conference in order to augment planning future events.

By and large the conference series was well received. For example, one participant who attended all the conferences told the project staff, "These conferences--the nature of the subjects chosen, the panels, and the workshops--brought together institutions and agencies in a hospitable climate that contributed to a thoroughly professional experience. The exchange of views, information, and increased knowledge served to enhance our delivery of services to disabled individuals."

Overall conference participants were positively predisposed to the conference content, the materials distributed and the level of expertise of presenters. The wide range in level of experience of program participants did however lead to a few instances in which more experienced individuals found sessions inappropriate. The workshops dealing with interpersonal skill development and ongoing vocational assessment were not, in relative terms, as well received as those workshops on work study/work experience and job placement programs which dealt with felt needs of college staff and students. While the latter areas must be attended to, it is the project staff's opinion that special projects such as this one need to draw attention to developmental activities that over the long run greatly enhance the movement of disabled individuals into the world of work.

Despite the gloomy labor market picture painted by industry representatives, the industry sessions generally received praise for providing information on hiring conditions, for providing a "heavy dose of realism and for being honest." College personnel were able to interact with representatives from companies that were more or less proactive when it came to hiring disabled individuals and became aware that industry currently appears to be less concerned about being creative in this area. In addition to acquiring an industry by industry picture of entry level positions and career ladders, college participants heard industry representatives indicate that specific occupational skills, while a baseline requirement, needed to be coupled with general literacy and interpersonal abilities.

Comments by participants regarding the worth of industry comments on labor market conditions, specific jobs and personnel practices in companies calls attention to the ongoing need for the continuous interaction between community college personnel and industry. This seems to be even more applicable to those in the student personnel area who, while they serve a vocational counseling and advisement function, would seem to interact less with industry personnel than vocational instructors.

Assessment Conference - February 23, 1983
Summary of Ratings of Workshops/Presentations for College Participants

Workshops

Title: Assessing Educational Achievement
Number of ratings = 19
Percentage of ratings "good" or higher = 89%

Title: Assessing Vocational Interests and Abilities
Number of ratings = 24
Percentage of ratings "good" or higher = 66%

Title: Assessing Interpersonal Competencies
Number of ratings = 19
Percentage of ratings "good" or higher = 3%

Title: Agency Generated Assessments
Number of ratings = 15
Percentage of ratings "good" or higher = 73%

Utility of workshops in terms of information that could be used in providing support services to disabled students on college campuses:

Number of ratings = 39
Percentage of ratings indicating "moderate" usefulness or higher = 79%

Project staff comments on evaluation data: In educational assessment the most developed approaches are for learning disabled students. More attention needs to be focused on educational assessments and modifications for other disabled groups. The use of non-standardized and non-traditional approaches to vocational assessment for disabled students needs more support from experts in the field of assessment before student personnel staff will incorporate more of these approaches. Print material from OVR describing the type of assessments that college bound disabled students are given would be useful reference material for college personnel to have. The Interpersonal Skills training session, which required participants to extrapolate from a program for non-disabled individuals, was least well received, in part because of this structural feature.

Raw Data

Assessment Conference - Educational Achievement Workshop
9:45 - 11:00

Question 2. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	0
fair	1
good	3
very good	3
excellent	3

Question 3. What were the major strengths and weakness:

Strengths:

1. Learned important information re: The Educational Testing Service (i.e. accommodations for taking SATs and information regarding the limitations of the SATs.
2. Presenters were extremely knowledgeable and able to provide the group with a part of their expertise.
3. Opportunity to hear presentation from ETS, pilot project at Kingsborough--first hand information.
4. Good hand-outs.
5. An excellent presentation of materials and tools that could be modified and used at colleges by a variety of professionals.
6. ETS, Dr. Centra gave specific information about test modifications for handicapped students which was helpful.
7. Structured information.
8. Information well-prepared, good materials distributed.
9. Good presentation on target applied to my population.
10. The overview presented by persons evidentally experts in their fields.

Weaknesses:

1. I hoped that there would be an emphasis on other disability groups (not just L.D.) and that the broad scope of difficulties in assessing the general disabled population would have been addressed.
2. Not enough time to share information.

3. Not enough time to dialogue; explore issues; exchange information.
4. Too little time to have discussion; most time taken up with presentations.
5. Not enough time.
6. The Kingsborough representatives read handouts. It was not helpful.
7. I would have liked further information regarding expectations for LDs.

Assessment Conference - Educational Achievement Workshop
11:15 - 12:30

Question 4. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	0
fair	1
good	3
very good	5
excellent	0

Question 5. What are the major strengths and weaknesses?

Strengths:

1. Interested in all three speakers. Sound information given. Very interesting. Learned about SATs, things I did not know.
2. Stayed with topic, speakers prepared.
3. Good discussion of issues involved.
4. Lecturer set an outline of what they wanted to discuss, they worked well together, brought out pertinent information.
5. The variety of perspectives from which the presenters related the information.
6. Personal growth about knowledge of LD issues, concerns and programs.
7. The detailed information about Kingsborough's program was relevant to my concerns.
8. Good exchange of ideas.

Weaknesses:

1. Much confusion about what was "learning disability".
2. Not enough time.
3. Could have spent more time on LD and learning deficiency.
4. Too short.
5. SAT representative seemed remote from CUNY's concerns.
6. Too bureaucratically oriented-not sufficiently questionning of our assumptions.

Assessment Conference - Vocational Interests Workshop
9:45 - 11:00

Question 2. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	0
fair	5
good	3
very good	7
excellent	0

Question 3. What were the major strengths and weaknesses?

Strengths:

1. Informal - well organized.

2. Some great materials and tests were discussed.

3. Professional staff that attended interested in all views given.

4. Good sharing of information among professionals. Information regarding assessment tools used and available was quite helpful.

5. Made me aware of assessment tests available and data available for assessing student needs.

6. Discussion of informal assessment methods.

7. Leader knowledge and experience. Group participation.

8. Giving of actual materials that are used to assess non-traditional approaches.

9. Discussion.

10. Open discussion, general input from other campuses was helpful.

11. Group format.

12. Some specific examples of materials.

13. Shared experiences.

14. Gave information on different tests that assess interest and abilities.

Weaknesses:

1. Thought emphasis should be on discussion of Actual ways of assessing vocational interests, and not just a summary of the "five" best at the session end. Also the

Vocational Card Sort was literally thrown in at session end.

2. Too short.

3. Not enough direction/goal.

4. Did not address completely.

5. Wandered from topic to discussion of specific programs and preparing students for job interview, etc.

6. Seemed unprepared-not very much of thought material discussed - would have preferred to focus on experiences of group participants.

7. Focus.

8. Need more time to develop some type of outcome or direction towards assessing.

9. No real spark.

10. Only minor % of time devoted to topic.

11. Most people did not participate.

Assessment Conference - Vocational Interests Workshop
11:15 - 12:30

Question 4. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	0
fair	3
good	3
very good	2
excellent	1

Question 5. What were the major strengths and weaknesses?

Strengths:

1. Specific suggestions.
2. Very positive presentation with helpful information.
3. Some information exchanges and discussion towards end. Dr. Goldman's evaluation of standardized tests.
4. Actual handouts and ideas to use. Practical good references. Good participation from the audience.
5. Again, important sharing went on, and exchange of ideas and information.

Weaknesses:

1. Not enough provocative ideas-challenging thoughts.
2. Not well-organized.
3. Would have liked to have had more discussion (and time for it) with reference to specific ways colleges are developing their programs for disabled students.
4. Too rambling, not general enough.

Assessment Conference - Interpersonal Skills Workshop
9:45 - 11:00

Question 2. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	1
fair	3
good	4
very good	0
excellent	0

Question 3. What were the major strengths and weaknesses?

Strengths:

1. Course information interesting handouts useful.
2. Description of specific programs.
3. Information: material distributed.
4. Gave a good idea and option to methodology.
5. Very thorough description of the model; can be applicable to many college students.
6. Awareness of cognition acquisition of communication skills.
7. Healthy sharing of an actual program in progress. Actual interview on screen.

Weaknesses:

1. Did not address topic of disabled students, did not relate communication as a step in interpersonal skill development.
2. Little direction covered on "assessment".
3. Lack of focus and organization.
4. Too much emphasis on the class instruction.
5. Since there were not many disabled students involved in the course, I didn't feel that it was relevant to working with the disabled. That is, in the manner in which it was presented.
6. One presenter only; did not address the issue listed on the program.
7. Missed point of title of assessing interpersonal skills.

Assessment Conference - Interpersonal Skills Workshop
11:15 - 12:30

Question 4. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	4
fair	5
good	2
very good	0
excellent	0

Question 5. What were the major strengths and weaknesses?

Strengths:

1. Ms. Maged's description of specific structured course would be applicable in both content and kind to remedial-learning disabled students.

2. The constant assessment throughout the course seemed valuable.

3. Interesting course in terms of structure.

4. Received some new information regarding techniques that will be helpful in assisting students to better represent themselves.

5. General overview of the course offered to students.

6. Use of videotapes of disabled student provided an opportunity to get into the nitty gritty of the matter.

7. Video--and follow up of CASE Materials.

8. Content of the course at LaGuardia that was presented.

Weaknesses:

1. The focus was not on the handicapped. It is hard to conceive how this course could be used for the handicapped without adaptation and modification.

2. Not applicable to me.

3. Why so much focus on this course? Did not seem applicable to variety of disabled individuals. Knowledge of current trends in job seeking skills which result in employment did not seem apparent: i.e. networking information getting tactics etc.

4. Not immediately obvious how this is relevant to interpersonal skills or how it bridges to employability skills which was the stated focus.

5. Too much general background. More time should have been spent on demonstrating techniques.
6. Felt it did not pertain (first part) to the co-op program at the school.
7. Focus of subject of disabled.
8. Focus was too general-just about a course.
9. Did not follow topic (needs of group participants). Leader was not very well prepared.
10. Not well enough connected to how this program benefits disabled students. Instead of interviewing the woman on videotape regarding her thoughts on the course, it could have included a pre and post-interview actual role play of the situation.

Assessment Conference - Agency-Generated Workshop
9:45 - 11:00

Question 2. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	0
fair	1
good	3
very good	2
excellent	1

Question 3. What were the major strengths and weaknesses:

Strengths:

1. Very informational.
2. Highly informative and frank about what agencies can and cannot do.
3. Good exchange of ideas.
4. An opportunity to learn further about agency procedures and services, referral processes.

Weaknesses:

1. Not much new information, speaker not organized.
2. Too bureaucratically oriented - not sufficiently questionning of our assumptions.
3. Would have liked even more time for discussion of services, agency and client concerns.

Assessment Conference - Agency-Generated Workshop

11:15 - 12:30

Question 4. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	2
fair	1
good	2
very good	3
excellent	0

Question 5. What were the major strengths and weaknesses?

Strengths:

1. Gave overview of what both agencies did and their approach to assessment.
2. Factual data and discussion.
3. Excellent information exchange between group and agency people.
4. People new to the field could get a good idea of what to expect when working with the governmental agencies.
5. Honest responses to questions and outlining of services.

Weaknesses:

1. Would like a list of the actual instruments used. True instruments not always best means, but what OVR most often uses. They said "it varies". Fine, but still give us a list of what instruments they might use.
2. Glorified services of OVR - unrealistic.
3. Too little time.
4. Speaker did not meet what was written for program.
5. Some of the ideas are archaic. Too bad there is such a lack of innovation in this area.
6. Egocentric presentation.

Question to all Respondents

Question 6. Please rate the extent to which the morning workshops presented information that could be used in providing support services to disabled students. (Numbers equal frequency of ratings)

to a very small extent	1
to a small extent	7
to a moderate extent	17
to a large extent	12
to a very large extent	2

Modification Conference - March 11, 1983
Summary of Ratings of Workshops/Presentations for College Participants

Workshops

Title: Enriching the Information Environment Through Computers
Number of ratings = 11
Percentage of ratings "good" or higher = 72%

Title: Strategies for Modifying Programs and Instruction
Number of ratings = 17
Percentage of ratings "good" or higher = 100%

Title: Modifying the Attitudinal Climate of the College
Number of ratings = 12
Percentage of ratings "good" or higher = 91%

Title: Agencies' Role in Providing Modifications and Accommodations in School and Workplace
Number of ratings = 7
Percentage of ratings "good" or higher = 28%

Utility of workshops in terms of information that could be used in providing support services to disabled students on college campuses:

Number of ratings = 22
Percentage of ratings indicating "moderate" usefulness or higher = 95%

Project staff comments on evaluation data: There is strong interest in the use of various technologies for disabled students. These approaches however need to be presented in such a way that typical practitioners who currently work with disabled individuals can understand these new developments. There is also the need for more training in how to modify instruction for all types of disability groups.

Modifications Conference - Enriching Information Environment Workshop
9:45 - 11:00

Question 2. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	0
fair	2
good	1
very good	4
excellent	1

Question 3. What were the major strengths and weaknesses?

Strengths:

1. Practical experiences - very interesting to have disabled presenter.
2. Most informative.
3. Information of available resources.
4. Basic information regarding current program.
5. Good information.

Weaknesses:

1. Not enough time for discussion.
2. Would have liked photos of available equipment as I am not familiar with these systems.
3. More emphasis on job placement in computer field needs.
4. Limited topic to one areas - no focus on future options.
5. Slides or visuals of the equipment discussed.

Modifications Conference - Enriching Information Environment Workshop
11:15 - 12:30

Question 4. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	0
fair	0
good	1
very good	1
excellent	1

Question 5. What were the major strengths and weaknesses?

Strengths:

1. Clear presentation and new information supplied.
2. Would have like handouts on some of this innovative equipment.

Modifications Conference - Modifying Programs and Instruction Workshop
9:45 - 11:00

Question 2. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	0
fair	0
good	1
very good	5
excellent	3

Question 3. What were the major strengths and weaknesses?

Strengths:

1. Learned of innovative ideas and approaches. Shared common problems. This offered a means of support focusing on solutions.
2. Very good presentations - lots of down to earth concrete suggestions. Good discussion suggestions or examples about how to help were excellent.
3. Good presentations - kept to topic.
4. Small group generated lively discussion.
5. Information sharing component.
6. Very informational, disabled students in science/lab classes, and educating and providing science to deaf students.
7. New insights, material handed out.

Weaknesses:

1. Topic was broad and more time could have been helpful.
2. Could have been longer.
3. Time.
4. Not enough time.
5. Not enough time.
6. Informality.

Modifications Conference - Modifying Programs and Instruction Workshop
11:15 - 12:30

Question 4. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	0
fair	0
good	2
very good	2
excellent	4

Question 5. What were the major strengths and weaknessees?

Strengths:

1. Good suggestions for practical change to incorporate the disabled in programs.
2. Understanding role of referral agencies and chance for dialogue with colleagues.
3. Suggestions for some concrete applications of supportive services and modifications. This workshop also provided an excellent opportunity to discuss the hearing impaired student etc.
4. Arena for discussing programs and strategies that have worked! As well as suggestions for implementation at our own campuses.
5. Small group generated lively discussion.
6. Practical experiences - very interesting to have disabled presenter.

Weaknesses:

1. Did not stay with topic - generalized discussion.
2. Not enough time.
3. Too short a time.

Modifications Conference - Modifying Attitudinal Climate Workshop
9:45 - 11:00

Question 2. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	0
fair	1
good	0
very good	2
excellent	3

Question 3. What were the major strengths and weaknesses?

Strenghts:

1. Presentation by Dr. Siller.
2. Dr. Siller.
3. Was impressed with Jerome Siller.
4. Discussion of taxonomy of attitudes and strategies of attitude changes and climate were most helpful. Gave solid academic underpinning and experiential suggestions.

Weaknesses:

1. Not enough time to adequately cover the subject.
2. Not enough time for audience sharing or questioning.
3. Not enough time.
4. Not enough time.

Modifications Conference - Agencies' Roles Workshop
11:15 - 12:30

Question 4. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	3
fair	2
good	1
very good	1
excellent	0

Question 5. What were the major strengths and weaknesses?

Strengths:

1. Good discussion and participation. Presenters very clear, sensitive and understanding.
2. Participants spoke up.

Weaknesses:

1. The objective as stated was not met.
2. Unfortunately it became a focus for complaints about OVR and CRA services.
3. I still left with sense of agencies as too static - as if nothing can change.
4. Weak presenters.
5. Personally I learned nothing new.

Question to all Respondents

Question 6. Please rate the extent to which the morning workshop presented information that could be used in providing support services to disabled students on college campuses. (Numbers equal frequency of ratings)

to a very small extent	0
to a small extent	1
to a moderate extent	6
to a large extent	9
to a very large extent	6

Modifications Conference - Modifying Attitudinal Climate Workshop
11:15 - 12:30

Question 4. Please rate the workshop. (Numbers equal frequency of ratings)

inadequate	0
fair	0
good	2
very good	2
excellent	2

Question 5. What were the major strengths and weaknesses:

Strengths:

1. Excellent presenters. Excellent discussion.
2. Provided a basis for assessing a wide variety of attitudes toward the disabled.
3. First speaker extremely interesting.
4. All speakers were informative and interesting.
5. The communication that went on between different colleges. What was happening. Dr. Siller was excellent.

Weaknesses:

1. Would have appreciated his giving more examples and application of his findings to everyday type experience at educational facilities.
2. Should have been longer.
3. Not long enough.

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Work History Conference - March 25, 1983
Summary of Ratings of Workshops/Presentations for College Participants

Workshops

Title: Moving Away From the Status Quo In Delivering Vocational Rehabilitation Services: A Cross-Cultural View
Number of ratings = 16
Percentage of ratings "good" or higher = 100%

Title: Developing a Work History -- Model Independent Living Project, Lift Inc., Coop Education at LaGuardia, Work Experience at Queens College
Number of ratings = 9
Percentage of ratings "good" or higher = 100%

Title: Developing a Work History -- Just one Break, Career Directions, Vocational Services Program, Industry Internships, Career Development Services (Ramapo College)
Number of ratings = 10
Percentage of ratings "good" or higher = 100%

Utility of workshops in terms of information that could be used in providing support services to disabled students on college campuses:

Number of ratings = 18
Percentage of ratings indicating "moderate" usefulness or higher = 88%

Project staff comments on evaluation data: Presentations about a topic that take a cross-cultural perspective appear to be a legitimate way for stimulating new approaches on college campuses.

Developing A Work History Conference

OPENING SESSION SPEAKER GROUP A & B

Paul Cornes, Edinburgh, Scotland
Joseph Stubbins, Ph.D., Los Angeles, Ca.

Question 1. Please rate the Opening Session. (Numbers equal frequency of ratings)

inadequate	0
fair	0
good	2
very good	9
excellent	5

Question 2. What were the major strengths and weaknesses?

Strengths:

1. Very informative and well presented.
2. The presentations gave me a fresh view of the inadequacies of U.S. delivery systems.
3. Very interesting perspectives.
4. Enjoyed getting a different perspective of our rehab. Philosophy and services in relation to other developed countries.
5. Instructors were honest.
6. Interesting remarks especially by Mr. Stubbins.
7. Being able to hear such a high quality presentation especially in light of cross-national perspective.
8. Good speaker. Interesting to hear about the different attitudes about the disabled in Europe.
9. The speaker brought to light issues that should be of major concern to all in the field as they have devastating consequences if they perpetuate.
10. Two good speakers.
11. Quality of speakers.
12. New (to me) topics - international differences.

13. Openess of the two main speakers.

14. Very worthwhile speakers.

Weaknesses:

1. Failure of speakers to use mikes.
2. I would have liked more time to explore specific areas and innovations (in technology and philosophy) based on European models.
3. Need to explain different education systems.
4. Too short.

Work History Conference - Group A
10:45 - 12:30

Model Independent Living
Lift, Inc.
Cooperative Education at LaGuardia
Work/Experience at Queens College
Career Development Program, Ramapo College

Question 4. Please rate the program models. (Numbers equal frequency of ratings)

inadequate	0
fair	0
good	3
very good	3
excellent	3

Question 5. What were the major strengths and weaknesses?

Strengths:

1. Good presentation - all handouts are very good.
2. Practical "nuts and bolts" information.
3. Have been interested in knowing more about Co-op. Ed. for possible application.
4. LIFT offers good potential for some clients.
5. New information presented.
6. Good information and nice distribution of different kinds of programs.
7. Clear information and transmission of how others are developing and carrying out programs.

Weaknesses:

1. It would have been helpful to have background information in advance in order to ask specific and pertinent questions.
2. Some were not so relevant to many of our professional situations.
3. Some are not at all innovative or constructive especially for college students.

Work History - Conference - Group B
10:45 - 12:30

Just One Break - Volunteer Program
Career Directions at L.I.U.
Vocational Services Program, Suffolk
Industry Perspective - WCBS

Question 4. Please rate the program models. (Numbers equal frequency of ratings)

inadequate	0
fair	0
good	3
very good	3
excellent	3

Question 5. What were the major strengths and weaknesses?

Strengths:

1. Information on some comprehensive programs already existing.

2. Well-informed.

3. Covered new placement strategy which was helpful.

4. Good information in areas valuable to my program-more than anticipated.

5. Good information, good range of people.

Weaknesses:

1. Very little of the information was new.

2. Time a little tight. We could have gone over a little more.

3. Not enough time for all presenters to adequately cover their materials.

Question to all Respondents

Question 6. Please rate the extent to which the morning workshops presented information that could be used in providing support services to disabled students on college campuses. (Numbers equal frequency of ratings)

to a very small extent	0
to a small extent	2
to a moderate extent	5
to a large extent	8
to a very large extent	3

Job Development and Placement Conference - May 13, 1983
Summary of Ratings of Workshops/Presentations for College Participants

Workshops

Title: State of the Art in Job Development and Job Placement and New Directions for Job Placement Research and Practice in the Rehabilitation Process
Number of ratings = 7
Percentage of ratings "good" or higher = 86%

Title: Job Development and Job Placement -- Projects with Industry (ICD), Project Job Site (Vera Institute of Justice)
Number or ratings = 7
Percentage of ratings "good" or higher = 86%

Title: Job Development and Job Placement -- New York League of the Hard of Hearing, Job Hunt Clubs at OVR
Number of ratings = 7
Percentage of ratings "good" or higher = 100%

Title: Job Development and Job Placement -- Employment Job Bank, Self Help Groups at OVR, Career Development Services at Kingsborough Community College.
Number of ratings = 6
Percentage of ratings "good" or higher = 90%

Title: Job Development and Job Placement -- New York State Department of Labor, Career Development Services at Dutchess Community College
Number of ratings = 10
Percentage of ratings "good" or higher = 90%

Title: Utility of workshops in terms of information that could be used in providing support services to disabled students on college campuses.
Number of ratings = 17
Percentage of ratings indicating "moderate" usefulness or higher = 100%

Project staff comments on evaluation data: Participants enjoyed the mix of presentations at this conference. They felt presentations about the types of services available, eligibility requirements to be met, etc., all lead to more informed advisement, counseling and advocacy for students in terms of job development and job placement.

OPENING SESSION SPEAKERS Group A & B

Dr. Gerard Guarniero, American Foundation for the Blind, N.Y.
Dr. David Vandergoot, Human Resources Center, N.Y.

Question 1. Please rate the Opening Session. (Numbers equal frequency of ratings)

inadequate	0
fair	0
good	5
very good	6
excellent	6

Question 2. What were the major strengths and weaknesses?

Strengths:

1. Very informative. Learning about programs, and issues which came up were relevant and important Re: Services to Client, Job Development and Placement issues.
2. Presentation of variety of information.
3. Relevant, speakers-knowledgeable-pragmatic and good supportive literature. (Did not necessarily agree with everything said-but nevertheless useful.)
4. Controversial.
5. Speakers presentations.
6. Practical
7. Good ideas and concept.
8. Dr. Guarniero gave excellent overview of various placement approaches to help put whole picture into understandable perspective. Dr. Vandergoot addressed an issue that gets too little attention and made it all understandable.
9. The different models to help in our relations with students in job placement.
10. Well prepared.
11. Overview, theoretical framework, helpful ideas (i.e., early intervention by placement workers).
12. Good mix of theoretical and applied techniques of what needs to be considered and present to do successful placement. No use of statistical material to show which approaches seem to be most effective witih different disability groups, educational levels and employers. (Type of industry and size.)

Weaknesses:

1. Simply-time. I think more time was needed to include presenters and to allow for more exchange and discussion, though there was some discussion.
2. I don't think the education process of clients is at fault but the education of counselors.
3. Philosophy
4. Presentation too theoretically oriented.
5. Not a great deal of new information.

PROJECT EVOCS

May 13, 1983

Job Development and Placement Conference - Group A
10:30 - 11:30

Projects with Industry at I.C.D.
Project Job Site at Vera Institute

Question 4. Please rate the program models. (Numbers equal frequency of ratings)

inadequate	0
fair	1
good	1
very good	1
excellent	4

Question 5. What were the major strengths and weaknesses?

Strengths:

1. Interesting, but not that applicable to my situation.

2. Variety/Contrast

3. I.C.D. dealt with concrete methods and problems. Excellent as far as it went.

4. Very informative. Would have liked a bit more time for questions, comments, discussion. I found the workshop very valuable and presenters very knowledgeable and articulate about their work and programs discussed.

Job Development and Placement Conference - Group B
10:30 - 11:30

Placement Service of N.Y. League
for Hard of Hearing
Self Help Groups at O.V.R., Long Island

Question 4. Please rate the program modules. (Numbers equal frequency of ratings)

inadequate	0
fair	0
good	4
very good	4
excellent	2

Question 5. What were the major strengths and weaknesses?

Strengths:

1. Reality based - clear understanding of material.
2. A lot of information was presented.
3. Very appropriate information presented and though I am familiar with much of it, nevertheless found it enlightening.
4. The contact and sharing from various groups is a plus for all of us: counselors, rehab. counselors; and business.
5. Picked up new information, well prepared.
6. Well moderated, insightful presentations.
7. Helped me to evaluate if techniques I use are up to date/antiquated, or ineffective.

Weaknesses:

1. Lack of time.
2. Too much crammed into short sessions.
3. Not enough time.
4. Too general. Should have provided more specifics re: exercises that seem to be unique and more importantly are effective.

Job Development and Placement Conference - Group A
1:00 - 2:00 p.m.

Job Bank, Bergen County, N.J.
Self Help Groups at O.V.R., Queens
Placement Services at Kingsborough

Question 2. Please rate the program models. (Numbers equal frequency of ratings)

inadequate	0
fair	1
good	2
very good	0
excellent	3
no response	1

Question 3. What were the major strengths and weaknesses?

Strengths:

1. Variety of information presented.

2. Brief discussion of Discover System.

3. Provided good models from which to develop programs in my geographic area. The Bergen Job Bank was especially interesting.

4. Again as before, I found the workshop very helpful and informative, presenters described their work and work of their schools and agencies very well. However the number of presenters, and one hour time alloted, did not seem quite enough for all presentations and discussions. Time-keeping was good throughout in terms of moderating panels, and much was learned and shared in this time frame.

5. Number one was good but it would have been better if they sent someone who had participated in the program longer. In addition the N.Y.C. model seems to be more competitive. Dr. Flugman did an excellent job of filling in gaps.

6. Presentation of several models to make comparison.

Weaknesses:

1. Time constraints. Representative of Job Bank has not been on staff all that long, but she gave an excellent presentation. Too many presenters for KCC, though they were fine.

2. Repetitive, presentations were too long.

3. Time allotted.

PROJECT EVOCS

May 13, 1983

Job Development and Placement Conference - Group B
1:00 - 2:00 p.m.

Job Services, N.Y.S. Dept of Labor
Placement Services at Dutchess

Question 2. Please rate the program models. (Numbers equal frequency of ratings)

inadequate	1
fair	0
good	1
very good	5
excellent	3

Question 2. What were the major strengths and weaknesses?

Strengths:

1. Enthusiasm and ideas of tax credits for handicapped and disadvantaged.
2. Practical, informative.
3. Well prepared. Thought Sid Swartz could be an entire session by himself. Learned a lot.
4. Fine, forceful presentation - by dedicated pros.

Question to all Respondents

Question 6. Please rate the extent to which the morning workshops presented information that could be used in providing support services to disabled students on college campuses. (Numbers equal frequency of ratings)

inadequate	0
fair	0
good	7
very good	6
excellent	4

Assessment Conference - February 23, 1983
Summary of Ratings of Workshops/Presentations by Industry Personnel

First Conference

Question: Overall rating of industry sessions
Number of ratings = 28
Percentage of ratings "good" or higher = 82%

Question: The extent to which session contributed to understanding of testing and assessment procedures in industry.
Number of ratings = 27
Percentage of ratings "moderate extent" or higher = 59%

Question: The extent to which session contributed to understanding of recruitment and selection practices in industry.
Number of ratings = 26
Percentage of ratings "moderate extent" or higher = 73%

Question: The extent to which session contributed to understanding about jobs in the financial community.
Number of ratings = 25
Percentage of ratings "moderate extent" or higher = 76%

Question: The extent to which sessions provided information that could help disabled college students move into the world of work.
Number or ratings = 23
Percentage of ratings "moderate extent" or higher = 74%

Assessment Conference*
February 23, 1983

INDUSTRY AFTERNOON SESSION GROUPS A & B COMBINED

Question 2. Please rate the afternoon group.

inadequate	1
fair	4
good	12
very good	11
excellent	0

Question 3. Please rate the extent to which this group session contributed to your understanding of testing and assessment procedures in industry.

to a very small extent	3
to a small extent	8
to a moderate extent	8
to a large extent	8
to a very large extent	0
no response	1

Question 4. Plese rate the extent to which this group session contributed to your understanding of recruitment and selection practices in industry.

to a very small extent	4
to a small extent	3
to a moderate extent	7
to a large extent	12
to a very large extent	0
no response	2

Question 5. Please rate the extent to which this group session contributed to your understanding of general information about jobs in the financial community.

to a very small extent	2
to a small extent	4
to a moderate extent	14
to a large extent	5
to a very large extent	0
no response	3

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*Note: Numbers equal frequency of ratings

Question 6. Did attending this group session contribute to your understanding of any other areas?

1. Reinforced presently held beliefs regarding opportunities, educational requirements and job search techniques.
2. Yes - how futile job hunting is for the disabled community.
3. Awareness of referral agencies for disabled and their effectiveness in job placement.
4. Yes - saw the labor market situation, accommodation procedures and career development paths.
5. Job opportunities lie outside N.Y.
6. Scarcity of any jobs.

Question 7. What were the major strengths and weaknesses?

Strengths:

1. Real information.
2. The group was very helpful in terms of minor hints and insights. Rated them only moderate because have a personal broad base of knowledge.
3. Contact of personnel individuals regarding critical considerations when interviewing potential employees.
4. High dose of realism.
5. Specific industry policies, current hiring practices.
6. Honest, informal approach. Good interaction.
7. Good candor of financial representative, good exchange of information internal to bank.
8. Concrete, realistic, timely.
9. Information was free flowing between participants - well prepared.
10. Basic information good.
11. Reasonably honest in employment outlook.
12. Specific information about non-job skills (general, personal skills), very useful.

Weaknesses:

1. No weaknesses, however, concern arose re: a few comments by employers re: potentially discriminatory policies.

2. High amount of frustrating information to pass along.

3. Difficult, but need to focus on realties for disabled students -attitudes.

4. Limited in that banking was the only industry represented. Too much sitting by this point (3:30).

5. Participants were not well prepared to speak on what type of openings are usually available. For what type majors if their hiring freezes were lifted. They simply said "grim".

6. Not specific enough.

7. Need more information about other industries.

8. Unfortunately, very little hiring at this time.

9. No specific examples of success with disabled.

10. Industry reps too image conscious. Seem to be basically unaware of disabled employees.

11. Not enough hard information.

12. Language problems. Very depressing and discouraging. Some of these companies weren't really doing any accommodations but use the term.

13. Presenters should have had varied foci re: disabled in industry.

Question 8. Please rate the extent to which the group session you attended provided you with information about practices that could help disabled college students move into the world of work.

to a very small extent	2
to a small extent	4
to a moderate extent	13
to a large extent	4
to a very large extent	0
no response	5

Modifications Conference - March 11, 1983
Summary of Ratings of Workshops/Presentations by Industry Personnel

Second Conference

Question: Overall rating of industry sessions
Number of ratings = 17
Percentage of ratings "good" or higher = 100%

Question: The extent to which session contributed to understanding of modifications and accommodations made for disabled job applicants and employees in industry.
Number of ratings = 16
Percentage of ratings "moderate extent" or higher = 75%

Question: The extent to which session contributed to understanding of recruitment and selection practices in industry.
Number of ratings = 15
Percentage of ratings "moderate extent" or higher = 73%

Question: The extent to which this group session contributed to understanding of general information about jobs in technology and health-related industries
Number of ratings = 16
Percentage of ratings "moderate extent" or higher = 81%

Question: The extent to which session provided information that could help disabled college students move into the world of work.
Number of rating = 17
Percentage of ratings "moderate extent" or higher = 76%

Modications Conference*
March 11, 1983

INDUSTRY AFTERNOON SESSION GROUPS A & B COMBINED

Question 2. Please rate the afternoon group.

inadequate	0
fair	0
good	4
very good	11
excellent	2
no response	1

Question 3. Please rate the extent to which this group session contributed to your understanding of modifications and accommodations made for disabled job applicants and employees in industry.

to a very small extent	2
to a small extent	2
to a moderate extent	8
to a large extent	4
to a very large extent	2

Question 4. Please rate the extent to which this group session contributed to your understanding of recruitment and selection practices in industry.

to a very small extent	2
to a small extent	2
to a moderate extent	9
to a large extent	2
to a very large extent	3

Question 5. Please rate the extent to which this group session contributed to your understanding of general information about jobs in the technology and health-related industries.

to a very small extent	2
to a small extent	1
to a moderate extent	6
to a large extent	7
to a very large extent	2

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*Note: Numbers equal frequency of ratings

Question 6. Did attending this group session contribute to your understanding of any other areas? Please be specific.

1. Recruitment difficulties given fact that employers appear to be currently playing down EEO and creative recruitment of disabled.
2. Employer attitudes.
3. Yes. How counselors on campuses have to work with and realistically inform their students about the work world.
4. Yes. Attitude of industry clarifies responsibility of the colleges.
5. Vocational/career placement.
6. Business/corporate world.
7. College counseling of disabled students.
8. Good suggestions made about student preparation other than the specifics of education.
9. Importance of programming.
10. It was certainly revealing of industry attitudes.
11. Cost of specific accommodations to industry.

Question 7. What were the strengths and weaknesses?

Strengths:

1. Good mix and flow of ideas and concerns.
2. Sharing of attitudes and employment experiences.
3. Information about employment experiences.
4. Hands on experience from the business world.
5. Discussion format.
6. Discussion of future cooperation between industry and schools-very good.
7. Gave insight to hiring practices and the economic situation for my students. Also the areas they should concentrate in.
8. People were very vocal.
9. Good discussion, lots of questions, presenters seem genuinely concerned.
10. The variety of industries represented.
11. Sharing of employment trends and hiring criteria.

Question 8. Please rate the extent to which the group session you attended provided you with information about practices that could help disabled college students move into the world of work.

to a very small extent	1
to a small extent	3
to a moderate extent	8
to a large extent	3
to a very large extent	2

Question 9. Additional comments:

1. Number eight was rated only three given fact that corporation people seem content with current recruitment policies despite fact that competition for each vacancy is tough and disabled are less saleable. Maybe small and mid-sized firms that would offer better job prospects for disabled (in reality tend to do most hiring) would have been better participants to focus on from industry.

2. These conferences are important as a means of communication between education and industry. Too many companies go through motions and don't actually hire-except for hard to fill positions.

3. It still seems very depressing.

4. My feeling is that the hospitals and American Express have enlightened programs. IBM also. Generally I think the job market is worse for our students than the population at large and while that's a given, "bottom line" personnel did not seem overly concerned.

Work History Conference - March 25, 1983
Summary of Ratings Workshops/Presentations by Industry Personnel

Third Conference

Question:	Overall rating of industry sessions Number of ratings = 10 Percentage of ratings "good" or higher = 100%
Question:	The extent to which session contributed to understanding of transitional work experiences for disabled job applicants. Number of ratings = 11 Percentage of ratings "moderate extent" or higher = 81%
Question:	The extent to which session contributed to understanding recruitment and selection practices in industry. Number of ratings = 11 Percentage of ratings "moderate extent" or higher = 100%
Question:	The extent to which session contributed to understanding about jobs in industries presented. Number of ratings = 11 Percentage of ratings "moderate extent" or higher = 100%
Question:	The extent to which session provided information about practices that could help disabled college students move into the world of work Number of ratings = 11 Percentage of ratings "moderate extent" or higher = 100%

Work History Conference*
March 25, 1983

INDUSTRY SESSION **GROUPS A & B COMBINED**

Question 2. Please rate the afternoon group.

inadequate	0
fair	0
good	3
very good	6
excellent	1
no response	1

Question 3. Please rate the extent to which this group session contributed to your understanding of transitional work experiences for disabled job applicants and employees in industry.

to a very small extent	0
to a small extent	2
to a moderate extent	4
to a large extent	4
to a very large extent	1

Question 4. Please rate the extent to which this group session contributed to your understanding of recruitment and selection practices in industry.

to a very small extent	0
to a small extent	0
to a moderate extent	7
to a large extent	3
to a very large extent	1

Question 5. Please rate the extent to which this group session contributed to your understanding of general information about jobs in the industries presented.

to a very small extent	0
to a small extent	0
to a moderate extent	4
to a large extent	6
to a very large extent	1

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*Note: Numbers equal frequency of ratings

Question 6. Did attending this group session contribute to your understanding of any other areas? Please be specific.

1. This session contributed to further knowledge of various companies and firms - an overview of kinds of work, levels of work, and training - education required.
2. Just a little in terms of expansion (potentially) in opportunities in cable.
3. Several ideas of what's happening.

Question 7. What were the major strengths and weaknesses?

Strengths:

1. Good variety of employers.
2. Practical information.
3. It was good to meet the actual personnel recruiters.
4. Good presenters.
5. Very helpful in terms of hearing different representatives discuss kinds of work and entry level positions-process of entrance and advancement.

Question 8. Please rate the extent to whcih the group session you attended provided you with informatin about practices that could help college students move into the world of work.

to a very small extent	0
to a small extent	3
to a moderate extent	3
to a large extent	2
to a very large extent	1
no response	2

Question 9. Additional comments:

1. I attended the afternoon session and this evaluation I hope, indicates the value of this exchange and information which becomes shared with agency staff for enhancement of ongoing work clients.
2. Lunch speaker was most interesting and edifying.

Job Development and Placement Conference
Summary of Ratings of Workshops/Presentations by Industry Personnel

Fourth Conference

Question: The extent to which session contributed to understanding job development and placement of disabled job applicants.
Number of ratings = 16
Percentage of ratings "moderate extent" or higher = 100%

Question: The extent to which the session contributed to understanding about jobs in industries presented.
Number of ratings = 16
Percentage of ratings "moderate extent" or higher = 100%

Question: The extent to which sessions provided information that could help disabled college students move into the world of work.
Number of ratings = 16
Percentage of ratings "moderate extent" or higher = 81%

Job Development and Placement Conference*
May 13, 1983

INDUSTRY SESSION GROUPS A & B COMBINED 2:00 - 3:00 p.m.

Question 5. Please rate the extent to which this industry session (2:00 - 3:00) contributed to your understanding of job development and placement of disabled job applicants in industry.

inadequate	0
fair	0
good	9
very good	4
excellent	3

Question 6. Please rate the extent to which the session with industry contributed to your understanding of general information about jobs in the industries presented.

to a very small extent	0
to a small extent	0
to a moderate extent	7
to a large extent	7
to a very large extent	1
no response	1

Question 7. Did attending this industry session contribute to your understanding of any other areas? Be specific.

1. Not really very much. They said little of consequence that we did not know before. More and better insights into what industry is looking for, if possible, would be helpful.
2. Yes, the importance of work experience and extra-curricula activities.
3. It helped in the understanding of the different kinds of jobs there are, what employers generally look for, what is the "view of hiring" from industry's point of view.
4. Needs of the employer. Better understanding.
5. Yes, reminder of skills needed and employment opportunities.
6. Yes

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*Note: Numbers equal frequency of ratings

Question 8. What were the major strengths and weaknesses?

Strengths:

1. Was informative but seemed to get more concrete useful information in A & B workshops. NBC rep. was very insightful himself to give us good insight. Rep. from advertising agency was particularly good and presented very practical insights and suggestions.

2. Frankness and constructive suggestions by all of the industry participants.

3. Again it was important to learn what kinds of entry level positions there are - what career ladders there are, what are some industry specific and industry general views, requirements, selection procedures etc. in terms of job selection and placement.

4. We had a chance to meet with industry and get their views and questions. At any rate we got names and have a chance to exchange views and to hopefully gain mutual understanding.

5. Excellent speakers.

6. Wide variety - good speakers.

7. Excellent ideas for four year graduates looking for job in Fortune 500 companies.

8. The types of people and skills necessary to a successful placement.

9. Fine speaker from NBC-Competent speakers.

Weaknesses:

1. I would have liked more discussion in detail, about job development and placement of disabled applicants and job modification issues very valuable and more time to discuss this.

2. Not enough representation from industry.

3. Need rep. from middle and small firms.

4. Not enough statistics about the numbers of disabled students and how to make more attitudinal changes.

5. Somewhat weak, inadequate.

Question 9. Please rate the extent to which the industry session you attended provided you with information about practices that could help disabled college students move into the world of work.

to a very small extent	0
to a small extent	3
to a moderate extent	6
to a large extent	6
to a very large extent	1

Question 10. Additional comments:

1. Excellent conference, as all are.
2. The handouts at the various workshops in this series have provided a wealth of information and are extremely worthwhile. Program was very well planned and carried out.
3. As I indicated during the time allotted for Reflections, these conferences (the nature of the subjects chosen, the panels and workshops brought together, the institutions and agencies invited and represented as well as the comfort and hospitality factor) all add up to an excellent highly professional experience. The dialogue of good will which provided exchange of views, information and increased knowledge does indeed serve to enhance all of our respective services to, with, and for persons who come to use those services.
4. I would gladly supply my own lunch to be privileged to attend additional meetings - ones that would expand on some of the areas which had to be cut short.
5. I enjoyed this conference and hope to be included in future meetings. I found it most informative and extremely professional done.
6. Very much liked array of reading material in conference packet. Thank you for sticking to time schedule.
7. Whole day was generally good.
8. I particularly felt that emphasizing the early intervention of job placement and learning to do job analysis in conjunction with the student population was a particular plus for the workshop participants.

1. Please check ( ) the workshops you attended.

9:45-11 a.m.	11:15-12:30
___Enriching Information Environment	___Enriching Information Environment
___Modifying Programs and Instruction	___Modifying Programs and Instruction
___Modifying Attitudinal Climate	___Modifying Attitudinal Climate
	___Agencies' Roles

2. Please rate the first workshop you attended (9:45-11) by circling the appropriate number.

1	2	3	4	5
inadequate	fair	good	very good	excellent

3. What were the major strengths and weaknesses of the first workshop (9:45-11)?

strengths:

weaknesses:

4. Please rate the second workshop you attended (11:15-12:30) by circling the appropriate number.

1	2	3	4	5
inadequate	fair	good	very good	excellent

5. What were the major strengths and weaknesses of the second workshop (11:15-12:30)?

strengths:

weaknesses:

6. Please rate the extent to which the morning workshops presented information that could be used in providing support services to disabled students on college campuses. Circle the appropriate number.

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent

Please explain your rating.

7. Please check ( ) the type of institution for which you work and indicate your job title

___two year college ___four year college ___agency ___other

job title: ____

8. Additional comments:

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EVALUATION - COLLEGE AND INDUSTRY INFORMATION EXCHANGE

(Complete this page only if you attended the afternoon session.)

1. Please check ( ) the group you attended. ___Group A ___Group B

2. Please rate the afternoon group you attended by circling the appropriate number.

1	2	3	4	5
inadequate	fair	good	very good	excellent

3. Please rate the extent to which this group session contributed to your understanding of modifications and accommodations made for disabled job applicants and employees in industry. Circle the appropriate number.

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent

4. Please rate the extent to which this group session contributed to your understanding of recruitment and selection practices in industry. Circle the appropriate number

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent

5. Please rate the extent to which this group session contributed to your understanding of general information about jobs in the technology and health-related industries. Circle the appropriate number

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent

6. Did attending this group session contribute to your understanding of any other areas? Please be specific.

7. What were the major strengths and weaknesses of the group session you attended this afternoon?

strengths:

weaknesses:

. Please rate the extent to which the group session you attended provided you with information about practices that could help disabled college students move into the world of work. Circle the appropriate number.

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent